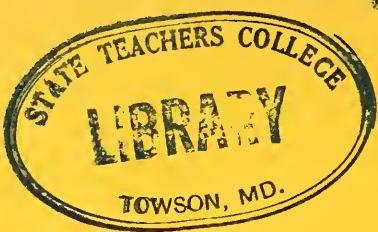


Maryland Teachers' Year Book



School Year 1907-1908

LB
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M3A3
1907/08



STATE OF MARYLAND.

PUBLIC SCHOOLS.

TEACHERS' YEAR * BOOK.

—CONTAINING—

1. SCHOOL ANNIVERSARY PROGRAMS.
 - (a) WASHINGTON'S BIRTHDAY.
 - (b) MARYLAND DAY.
 - (c) ARBOR AND BIRD DAY.
2. SCHOOL LAWS AND BY-LAWS PERTAINING TO TEACHERS.
3. LIFE CERTIFICATE EXAMINATIONS.
4. MARYLAND STATE TEACHERS' READING CIRCLE.
5. ACCREDITED HIGH SCHOOLS.
6. INSTITUTE DATES FOR 1907-08.
7. INSTITUTE SUBJECTS FOR 1908-09.
8. PROGRAMS FOR RURAL SCHOOLS.
9. SALARY SCHEDULE FOR TEACHERS.
10. COURSE OF STUDY OF ELEVEN GRADES.
11. ELECTIVE COURSES.
12. SUGGESTIONS TO TEACHERS.

SCHOOL YEAR 1907-08.

PUBLISHED BY THE
DEPARTMENT OF EDUCATION,
ANNAPOLIS.

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Baltimore, Maryland 212



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1907/08

Introductory.

To the Teachers and School Officials of Maryland:

It has been decided to combine into one publication, to be styled "The Teachers' Year Book," the material which has heretofore been published in two or more pamphlets. As will be seen on preceding page, the subjects presented and treated in this Year Book are meant to be of especial value to teachers. Aside from being an institute manual and an anniversary pamphlet, other subjects are included and information given which should make this booklet indispensable to teachers. Our purpose, however, will be defeated if teachers fail to familiarize themselves with the contents and allow it to become that adjunct to their school-room work which it is designed to be.

In the hope it may assist in unifying school work and bring to all teachers helpful hints in the prosecution of their work the coming school year, "The Teachers' Year Book" is

Respectfully submitted,

M. BATES STEPHENS,

State Superintendent.

Department of Education,

Annapolis, Md., July 25, 1907.



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Washington's Birthday.

SATURDAY, FEBRUARY 22ND, 1908.

Exercises to be held on the afternoon of Friday, February 21st.

SUGGESTIVE PROGRAM.

1. Song—"America."
 2. Opening Remarks—By the Teacher.
 3. Little Hatchet drill—By eight boys.
 4. Recitations—By pupils.
 5. Song—"Mount Vernon Bells."
 6. Recitation—"Battle of Trenton."
 7. Dialogue—"Washington"—Intermediate pupils.
 8. Flag Drill, followed by singing "Maryland, My Maryland."
 9. Essay—"Washington the Patriot."
 10. Address—By a Patron.
 11. Presentation of Washington's Picture.
 12. Drills and songs.
-

MOUNT VERNON BELLS.

(Air:—Massa 's in de Cold, Cold Ground.)
(From Song Knapsack.)

Where Potomac's stream is flowing,
Virginia's border through;
Where the white-sailed ships are going,
Sailing to the ocean blue;
Hushed the sound of mirth and singing—
Silent every one—
While the solemn bells are ringing
By the tomb of Washington.

CHORUS.

Tolling and knelling,
With a sad, sweet sound;
O'er the waves the tones are swelling,
By Mount Vernon's sacred ground.

Long ago the warrior slumbered—
Our country's father slept;
Long among the angels numbered—
They the hero-soul have kept.
But the children's children love him
And his name revere;
So, where willows wave above him,
Sweetly, still, his knell you hear.

Sail, O ships, across the billows,
And bear the story far,
How he sleeps beneath the willows—
"First in peace and first in war."
Tell, while sweet adieus are swelling,
Till you come again,
He within the hearts is dwelling
Of his loving countrymen.

A BRAVE SOLDIER.

(Tune—"Hold the Fort.")

Though we never may be soldiers On the battlefield,	There are mighty hosts of evil, Armies great and strong,
Though we may not carry banner, Bayonet or shield;	Each can be a little soldier Fighting all day long,
Each can be as true and valiant Till life's work is done,	Let us ever fight them bravely, Let us valiant be;
Each can be as brave a soldier As George Washington.	Fight the host of pride and envy, Pride and cruelty

LITTLE HATCHET DRILL.

For Eight Boys.

Dress the boys in paper cocked hats; red, white, or blue paper-muslin sashes, with bows at knees to match. Carry imitation hatchets cut out of pasteboard or shingle wood. Boys enter with hatchets over shoulder, and sing "tra-la," until all are in front of school.

(Adapted to tune—"Yankee Doodle.")

We're like George Washington of old,
We have our little hatchets;
(All hold up hatchets.)
But we'll not hurt our papas' trees,
(All shake heads.)
Because we know we'd catch it.
(All give themselves a spank.)

Chorus: Chop, and chopper, oh-ho-ho.

(Motion)
We'll cut the wood so handy
And make a pile about so high,
(Raise left hands.)
All fixed so neat and spandy
If you have any wood to cut,
(Point to school.)
We'd really like to do it.
(Nod heads.)
It would be so clean and nice
You surely could not rue it.

Cho:—

But, now goodbye, we go to work,
We hear our mothers calling;
(Left hand behind ear.)
And if you'll listen carefully
You may hear big trees falling.
(Lift hatchets high.)

Cho:—

—Edith Cameron.

DIALOGUE—WASHINGTON.

(For Intermediate Pupils.)

First child— Who was Washington and what did he do?

Second Child— Don't you know? Then, pray you, listen,
If you'd like to hear us tell
Something of this brave commander,
Whom the children love so well.
First within our hearts so grateful,
First in peace and first in strife:
Hear the pages we shall read you,
From his "Book of Life."

First child— Yes, I will listen while you tell us
When he came to earth,
Year and month. What is the record
Of our hero's birth?

Third child— February snows were falling,
February breezes blew,
When our Washington was born,
In seventeen thirty-two.

(Children form two parallel rows, lock hands and swing arms as if rocking a cradle. Sing. Tune—"Rock-a-by-Baby.")

Rock-a-by-baby, taking your rest,
Cradled from harm on mother's soft breast.
Sleep, little one, for soon you must be
Working for God and humanity.

Lullaby, baby, mother shall sing,
Backward and forward cradle shall swing;
One up above e'er careth for thee,
Sendeth thee down a nation to free.

First child— What can you tell us of his boyhood?

Fourth child— Brave and earnest, honest, faithful,
Wise, yet fond of fun;
Thus he grew from youth to manhood,
Our young Washington.

First child— Tell us something of his early years.

Fifth child— He, Virginia's best and bravest,
Manhood scarce had seen
When the old colonial governor
Sent him unto Fort Du Quesne.

White the snow lay in the woodlands,
Wintry winds ablow;
Dauntlessly he braved all danger,
Faced each lurking foe.

History and dim tradition
Bring the tale to me.
Years and years ago it happened—
In seventeen fifty-two and three.

First child— Tell me more of his brave deeds.

Sixth child— His brave deeds? Ah, no one living
Can their number tell;
History says his work was ever
Wisely done, and well.
Have you read how savage foemen,
In their battle dress,
Fought with Braddock's little army
In the wilderness?
Do you know whose skill and courage
Kept the men alive?
Washington! And this all happened
In seventeen fifty-five.

First child— What part had he in the war for independence?

Seventh child— When the weary war with England
For our rights began,
Then the nation, all together,
Called for Washington.
Called to him to be their leader
Through the cruel war,
Till, all bannerless and broken
England's conquered hosts they saw.

First child— How long was he the nation's leader?

Eighth child— Till the cruel war was ended,
And was broken every chain,
Then, his work all done, our leader
To his home returned again.

First child— Was his work now done?

Ninth child— Nay, the nation he had cradled
 In its earliest years
 Called again for Washington
 To calm their doubts and fears.
 Faithfully to do his duty
 E'er was his intent;
 In the ranks once more we find him
 Our first President.

First child— How long did he hold that office?

Tenth child— Eight long years the nation prospered,
 So the olden records tell,
 While our leader Washington
 Wisely ruled, and well.

Song (All). Tune—"Maryland, My Maryland."
 What name is this we hold so dear?
 Washington! 'Tis Washington!
 Whom do we honor and revere?
 Washington, our Washington!
 Though o'er his head we drop a tear,
 Yet death for him ne'er held a fear;
 His name shall brighter grow each year—
 Washington, great Washington!

FLAG DRILL.

Children taking part in drill should be dressed, if possible, the boys like George and the girls like Martha Washington. Each must be provided with flag 12x18 inches, with stick not longer than 30 inches. Then each holding flag in right hand resting on right shoulder, march on platform in couples (boy and girl) to music of any patriotic song, and take places across the stage alternating, boy and girl.

Then all children salute with flag, as follows:

Flag in right hand, wave toward left temple, across to right side and down to right foot, then up in place to right shoulder. Throughout drill children's eyes follow direction of flag.

Fig. 1. Music, "Yankee Doodle." (a) Four times, flag in right hand, raised above head and back to right shoulder. Four times, flag in right hand, out from right shoulder and back. Four times, down to right knee and up above head at right side. (b) Same as above with left hand. Alternate eight times down and up with right and left hands.

Fig. 2. Music, "Columbia, the Gem," etc. Four times, flag in right hand, wave across chest to left shoulder and back to right. Four times in left hand across chest to right shoulder. Alternate eight times, right and left hands.

Fig. 3. Music, "John Brown's Body Lies A-Mouldering in the Grave." Four times, flag in right hand, over head to left shoulder, waved across over head to right shoulder. Four times, left hand over head to right shoulder and back to right shoulder. Alternate eight times.

Fig. 4. Music, "Tenting To-night." Four times, in right hand, down to left knee, then up and wave above head. Four times left hand to right knee, up and wave above head. Alternate eight times with right and left hands.

Fig. 5. Music, "Rally Round the Flag." Four times, flag in right hand, down to right foot, up overhead, down the back to foot, up back, overhead

down front to foot. Four or eight times alternate as follows: Flag in right hand to foot, up overhead, down back, change to left hand, across back, up over head down to foot, and change to right hand and continue as stated.

Fig. 6. Music, "Star Spangled Banner" (quick time). Four times, flag in right hand, turn body half wheel to left side, waving flag to left side and back to original position, facing front. Four times, left hand, wheel to right side and back. Eight times alternate.

Fig. 7. Music, "My Country, 'Tis of Thee." Four times, flag in right hand, describe a complete circle with flag in front of body. Four times, left hand the same. Four times, alternate.

Fig. 8. Music, "Yankee Doodle." Flag in right hand, arm slightly extended frontwards, furl flag to music quickly, then unfurl, furl again and unfurl. Transfer flag to left hand and repeat the motion.

Fig. 9. Music, "Nobly Our Flag." All the children are to sing the song and at the same time wave flags above and across heads from left to right.

Fig. 10. Finale. Two leaders (a girl and a boy) march to the centre of the platform, holding flags with both hands in front as army flag bearers do, other children following in couples, flags in same position. When the centre of the platform is reached, the children form a circle around the two leaders, who raise their flags above their heads with points touching, the others quickly resting their flags against leaders' flags, and march slowly round, forming a wheel, singing "Star Spangled Banner." After which the leaders once more head the line, all holding flags in right hands, arms raised above heads, and all march off to music of "Hail Columbia."

BATTLE OF TRENTON.

On Christmas day in Seventy-six
Our ragged troops, with bayonets fixed,
For Trenton marched away.
The Delaware see! The boats below!
The lights obscured by hail and snow,
But no signs of dismay.
Our subject was the Hessian band,
That dared invade fair Freedom's land,
And quarter in that place.
Great Washington, he led us on,
Whose streaming flag in storm or sun,
Had never known disgrace.

In silent march we passed the night,
Each soldier panting for the fight,
Though quite benumbed with frost.
Greene, on the left, at six began,
The right was led by Sullivan,
Who ne'er a moment lost.
The pickets stormed, the alarm was spread,
The rebels, risen from the dead,
Were marching into town.
Some scampered here, some scampered there,
And some for action did prepare,
But soon their arms laid down.

Twelve hundred servile miscreants,
With all their colors, guns and tents,
Were trophies of the day.
The frolic of the bright canteen,
In center, front, and rear was seen,
Driving fatigue away.

Now, brothers of the patriot bands,
Let's sing deliverance from the hands
Of arbitrary sway.
And as our life is but a span,
Let's touch the tankard while we can,
In memory of that day.

FROM WASHINGTON'S FAREWELL ADDRESS.

Of all the dispositions and habits, which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens. The mere politician, equally with the pious man, ought to respect and to cherish them. A volume could not trace all their connections with private and public felicity. Let it simply be asked, where is the security for property, for reputation, for life, if the sense of religious obligation desert the oaths, which are the instruments of investigation in courts of justice? And let us with caution indulge the supposition, that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle.

LET WASHINGTON SLEEP.

M. S. PIKE.

Disturb not his slumber, let Washington sleep,
'Neath the boughs of the willow that over him weep;
His arm is unnerved, but his deeds remain bright,
As the stars in the dark vaulted heavens at night.
Oh! wake not the hero, his battles are o'er,
Let him rest undisturbed on Potomac's fair shore;
On the river's green border with rich flowers dressed,
With the hearts he loved fondly, let Washington rest.

Awake not his slumbers, tread lightly around;
'Tis the grave of a freeman—'tis liberty's mound;
Thy name is immortal—our freedom it won—
Brave sire of Columbia, our own Washington.
Oh! wake not the hero, his battles are o'er,
Let him rest, calmly rest, on his dear native shore;
While the stars and the stripes of our country shall wave
O'er the land that can boast of a Washington's grave.

TO A PICTURE OF WASHINGTON.

(May be spoken by a little girl.)

There's a face of one we love,
Hanging on the pictured wall;
See the mild and gentle look,
Gazing calmly at us all.

His the action great and wise,
His the duty always done;
Best example in his life—
Noble name of Washington.

SALUTE THE FLAG.

Salute the flag, the dear old flag,
The flag we love so well,

Oh, many a tale of battlefield
 Its stripes and stars could tell.
 And many a brave man fought and died,
 'Neath the red, the white and blue.
 Softly we speak of the heroes gone,
 And loyal children say,
 They love their country and their flag
 And Washington so true.

OUR FLAG.

Our flag is floating to-day
 In honor of work well done,
 In honor of truth and right,
 In honor of Washington.
 In honor of strength and might,
 In honor of justice say,
 In honor of noble deeds—
 Our flag is floating to-day.

A LITTLE BOY'S HATCHET STORY.

When the great and good George Washington
 Was a little boy like me,
 He took his little hatchet
 And chopped down a cherry tree.

And when his papa called him,
 He then began to cry,
 "I did it, oh, I did it,
 I cannot tell a lie!"

His papa didn't scold at all,
 But said, "You noble youth,
 I'd gladly lose ten cherry trees
 To have you tell the truth!"

But I, myself, am not quite clear;
 For, if I took my hatchet
 And chopped my papa's cherry tree
 Oh, wouldn't I just catch it!

HOW TO BE HEROES.

(Récitation for two small boys.)

First:
 When Washington was little,
 A tiny boy like me,
 He was always kind and gentle
 And brave as brave could be.
 Perhaps he made a few mistakes,
 But tried his best, I know;
 That's why he made a hero.
 Mother told me so.

Second:
 When Washington was little,
 Just as I am to-day,
 He was always very earnest
 In all his work and play;
 And when he got in mischief
 He told the truth, I know.
 That's why he made a hero.
 Mother told me so.

Both:
 And so when boys are little,
 As small as you and me,
 We must try and try our hardest
 If heroes we would be
 For brave and honest little boys
 To honest men will grow,
 And they're the kind for heroes!
 Mother told us so.

A RALLY

Little folks, come marching forth.	We must celebrate to-day
Little feet, keep time,	Brave George Washington.
In the East and West and North	Little yet you understand
And the Southern clime.	All his worth and truth;
Lay your lesson books away,	Only know he saved the land,
Leave your sums undone;	Faithful from his youth.

RULE YOURSELF.

Hurrah for the school children! Some day they'll rule,
And lead in our nation as they now lead in school.
Then here is a motto—don't learn it too late—
Who cannot rule himself can never rule a state.
There's something important for each one to do—
Hold up the standard, the red, white and blue.

—Anon.

Maryland Day.

WEDNESDAY, MARCH 25TH, 1908.

TOPIC.

Maryland's Part in Winning Our Independence.

SUGGESTIVE PROGRAM.

1. Song—"America."
2. Opening Remarks.
3. Roll Call—Quotations.
4. Essay—"Charles Carroll of Carrollton."
5. Select Readings from "Maryland's Four Hundred."
6. Flag Drill.
7. Song—"Maryland, My Maryland."
8. Select Readings—First Decision on Stamp Act; Nucleus of Provincial Government; the new Constitution.
9. Essay—"Washington Resigning his Commission."
10. Songs and Drills.
11. Readings—"Burning of the Peggy Stewart," and Sketch of General Smallwood.
12. Address on the Topic.
13. Presentation of picture, "Signing of the Declaration of Independence."
14. Closing Song.

Note: Each school should purchase a copy of "Signing of the Declaration of Independence." Write A. W. Elson & Co., Boston, for price of same.

"Whatever has illustrated and adorned the nation, becomes interwoven with the national character; and the individuals of the nations, to a certain degree, feel and move as if they were clothed with that character. . . .

"With such proofs of the efficacy of national recollections in purifying and advancing a nation's character, we see at once the importance of treasuring up and preserving all those portions of her history, which develop the origin of her free and cherished institutions, and exhibit the causes of her advancement to wealth and power. These constitute her experience, by consulting which, and gathering from it the lessons of which it is fruitful, she may learn to avoid the errors whilst she follows the wise examples of the past. Then, indeed, history becomes "*philosophy teaching by example.*" To rescue from oblivion any facts connected with her history, which elevate her character, or mark her progress in the true principles of government, should therefore be the first effort of a nation, if she desires to sustain that character, or to give perpetuity to her institutions resting upon

those principles. Such facts carry with them illustrations of public virtue and liberty, teaching by examples of all others the most persuasive, the examples of those whose honor is our boast. Interesting and instructive as such portions of a nation's history in general are, they are eminently so with reference to that of these United States. United under one government which is intended to preserve the unity of the nation for all national purposes, whilst it at the same time preserves the free and independent existence and operation of the several state governments for all state purposes, the people of these United States, by this happy adaptation of the confederated system to the republics of the union, have accomplished, and carried into successful operation, a form of government which has outstripped even the speculations of the political philosophy of former days."

1. If one puts "state" instead of "nation" in the above there could be no stronger appeal for the study of the development of popular government among us.

WHAT "MARYLAND DAY" MEANS.

By JOHN WILBER JENKINS.

History that is preserved in the archives and printed in books is valuable to the student and safely preserves the record of events, but it is like the papyrus and the pyramid. The history that is rooted in a man's native soil is what counts in daily life and brings forth the fruitage of ardent patriotism. It is this that is bred in the bone and flows in the blood. Most effective is that little part of history that does not have to be hunted in books, that a man carries in his own mind and heart.

Enough history of Plymouth Rock pilgrims and Columbus caravels is taught in the schools, and there is no danger that the history of the nation will not be put into the mind of every generation as it comes along. But there is a serious ignorance of State history, not so much a neglect as a failure to emphasize great events that have taken place within our borders and shaped the course of the State and nation. Every child has seen the picture of the Boston "tea party," but he has a very hazy idea of the burning of the Peggy Stewart. He knows just how the Puritans looked as they climbed Plymouth Rock, with the Mayflower standing in the distance. But how much does he know about the Ark and the Dove, that brought to these kindly shores in that notable March of 1634 not only a cargo of splendid people, but the first charter of a Commonwealth that opened its arms to men of every creed and calling?

"Maryland Day," as fixed by the State Board of Education and celebrated each year, is not a holiday, but a day of intensive history-study in the schools. Each year one important event in Maryland history is to be selected, and this topic is to be thoroughly presented in every public school in the State. Through the co-operation of the press, which is expected to present the history of the event and its historic significance, the interest of the entire community will be enlisted, and patriotic and historical societies

are expected to lend their aid to make the observance a complete success. Thus, by concentrating these forces of intelligence upon a single event each year, that occurrence will be so deeply impressed on the public mind that it will never be forgotten. Thus in a few years children and parents will acquire a good "working knowledge" of State history.

This must excite a greater interest in this study and result in a historical renaissance that should bring with it a wave of patriotism and State pride that will be of even more value than any mere knowledge that may be given to man.

Out of this study of an historic past must come a prouder present and a greater future for Maryland.

THE TRANSITION FROM COLONIAL TO STATE GOVERNMENT IN MARYLAND.

DR. ORRIN EDWARD TIFFANY.

FIRST PROPRIETARY COLONY.

In the transition from colonial to state governments that took place in the American colonies during the American Revolution, Maryland holds a unique place. Maryland was the first of the proprietary colonies. Perhaps the greatest gift of authority ever granted by an English sovereign to a British favorite was made to Lord Baltimore in the charter that formed the Palatinate of Maryland. The king divested himself of all authority and control of Maryland. He received but two Indian arrows yearly in recognition of his feudal over-lord-ship. Though receiving great authority, Lord Baltimore was required to make laws in conjunction with the people or their deputies. Thus was representative government guaranteed by this self-same charter, and so well did the people of Maryland make use of their liberties that, by the time of the Revolution, Maryland was one of the most democratic of the American colonies.

When the British government began her restrictive legislation Maryland was ready for the fray. Whatever the rights of the Crown may have been to impose taxes upon the other colonies, all rights "to impose any customs, taxations or contributions within the province was distinctly renounced" in the charter granted to Lord Baltimore. Any attempt on the part of England to tax the people of Maryland was a clear and manifest violation of the fundamental law laid down in the colonial charter.

FIRST DECISION ON STAMP ACT.

Thus when the news of the Stamp Act of 1765 reached Maryland, the Frederick County Court declared the act unconstitutional. This decision, which was the first declaring the unconstitutionality of the act, was followed by a most interesting celebration. "The Sons of Liberty" marched in funeral procession through the streets of Frederick, bearing a coffin on which was inscribed: "THE STAMP ACT, expired of a mortal stab received from the Genius of Liberty, in Frederick County Court, 23d No-

vember, 1765, aged 22 days." The Following March, the Provincial Court at Annapolis, yielding to the stern demands of the representatives of the people, declared the stamp act forever null and void in Maryland. It has been said, to the lasting honor of Maryland, that her soil was never polluted by the obnoxious stamps.

The organizations of "The Sons of Liberty" began a movement in the American colonies which finally resulted in the separation from England. Barre, in a noted speech in Parliament, spoke of the Americans as "sons of liberty." The phrase was taken up in the colonies, and everywhere those opposed to the restrictive measures of the British government formed themselves into "Sons of Liberty clubs." The purpose of these clubs was to oppose, in every way possible, the encroachments of England upon the colonies.

The stamp act was repealed on the 18th day of March, 1766, but it was soon followed by another act laying duties on certain goods imported into the colonies. To resist this new scheme of taxation new clubs were formed in Maryland whose purpose was to oppose the importation of all goods subject to duties. These clubs became known as "Non-importation Associations." "The Maryland Non-importation Association," says Scharf, "was sustained in vigorous operation by special committees appointed by similar associations in each of the counties, who were charged with the duty of inquiring into and reporting the facts of every case of actual or suspected violation of the agreement, and was continued up to the breaking out of the Revolutionary war."

Thus, a well-organized opposition was formed. The people met in a town or county meeting, passed resolutions of rights, and appointed from their number several members who were to constitute a special committee whose duties were to act as delegates to any convention of the whole province, or to spy out and report all violations of the non-importation acts, and to act as a committee of correspondence with other similar committees regarding such matters as pertained to the well-being of the colony. As the Revolution developed, committees of observation, committees of correspondence, committees of public safety, provincial conventions, and the continental congress, became the machinery of government used by the patriots for waging a successful war against England and for the winning of independence. These new organs of government gradually or suddenly usurped the powers exercised by the regularly organized colonial governments.

The startling news of the Boston Port Bill reached Maryland in May, 1774. Recognizing the cause of Boston as the common cause of all, meetings were called in the various districts or counties, strong resolutions were passed, committees of observation and correspondence were appointed, and delegates to a convention at Annapolis were selected. Ninety-two deputies, duly elected representatives of the people, met at Annapolis on June 22, 1774.

NUCLEUS OF PROVINCIAL GOVERNMENT.

This first Provincial Convention under the direction of the revolution-

ary party is the first step in the transition from colonial to state government. Mr. Silver says of the convention, "it was the only representative assembly in the Province at the time, for the legislative Assembly had been prorogued in the previous March and was not destined to meet again until under a new regime. Though the Proprietary Government was still active in the exercise of its functions, and the people had no desire as yet to overthrow it, it is nevertheless true that the voice of the people, through their representatives in Convention, spoke from the source of sovereign power and, though their resolution applied only to the regulation of their commerce, they soon made it apparent that they meant to exercise sovereign authority therein. Standing as it did at the beginning of a long line of similar Conventions, each of which was to exhibit the people in the exercise of a larger degree of sovereign power, it may be looked upon as embodying the nucleus of the Provincial Government."

THE NEW CONSTITUTION.

The Provincial Convention that assembled in July, 1776, passed a resolution to call a constitutional convention to frame a new government for Maryland. This constitutional convention met in Annapolis, August 14, 1776, and drafted a form of government for the province of Maryland which had declared itself free from Great Britain on July 3. The new constitution provided for a General Assembly composed of two houses. The lower house, styled the House of Delegates, was composed of representatives elected by direct vote of the people. The upper house, the Senate, was to be selected by an electoral college composed of nine representatives of the people chosen by direct vote of the people on the Western shore and six representatives chosen in like manner from the Eastern shore. In this senatorial college, we have the prototype of our present electoral college for the selection of a president of the United States. The General Assembly, in joint ballot, was to elect a governor, but he was denied the veto power.

Such was the character of the government that was to take the place of the old proprietary government, the governor and upper house of which was appointed by the Lord Proprietary of Maryland, and the lower house elected by the people of the province. The civil officers of the old proprietary government, excepting the governor, who had withdrawn from the province, and the customs officers were authorized by the Convention to remain in power until replaced by officers selected by the new state government. The last of the Provincial Conventions having completed its work, it re-elected a Council of Safety to take charge of the colony until the new machinery of government could be put into operation. On February 5, 1777, the new General Assembly convened at Annapolis, and on the 13th chose Thomas Johnson governor. On March 31, the new governor was duly installed in office and the wheels of state government in Maryland were set in motion.

Such, in brief outline, is the movement in Maryland that changed her from a proprietary province to a sovereign and independent state. "In all

this time—a period of nearly three years,” says Mr. J. A. Silver, “it had pursued no other policy than the calm, consistent defense of the people’s rights. It did not want to do anything more than maintain these rights, and the forcing upon it of the ultimate consequences was only the result of circumstances. But, under the pressure of those circumstances, it nobly showed itself equal to its task, and started forward the government which, with some alterations, has worked smoothly for more than a century. During its continuance, its actions were marked by calm good sense and good judgment. Drawing its authority directly from the people, it ever kept close to the source of its power, and, though the spirit of the age was far less democratic than that of ours, it was always true to the voice of its constituents. In comparison with the character and development of other such transitional periods in the history of government, its history may well be a matter of pride to every loyal Marylander.” (*The Provisional Government of Maryland, 1774-1777.* J. H. U. Studies, 13th Series, No. X, Page 61.)

MARYLAND’S FOUR HUNDRED.

PROF. ROBERT H. WRIGHT.

It is impossible for us here to give a complete account of the battle of Long Island. Some survey of the battle in toto is necessary, however, for a thorough appreciation of the part the Maryland troops took in it.

On the first of June, 1776, the Continental Congress issued a call for troops to reinforce the armies for Canada and New York. They decided also to establish a “flying camp” of ten thousand men to be sent wherever needed. For the “flying camp” Maryland was to furnish three thousand four hundred men. These were to be State troops, but were to serve under Congress and to be in its pay, at least until the first of the December following. Maryland raised four regiments and seven independent companies, but of these only Colonel William Smallwood’s battalion and four of the independent companies had joined the army when hostilities began in August. It is from this battalion and these companies that the immortal Four Hundred came. When the battle was fought Colonel Smallwood was absent, being detained in New York. But let us turn from our own people to the enemy.

The British, having been forced out of Boston by Washington, had gone to Halifax, Nova Scotia. On the 11th of June, 1776, just ten days after the Continental Congress had issued its call for reinforcements, the English set sail from Halifax, and on the morning of the 29th of that month they were off Sandy Hook. Here the fleet was joined by General Howe, who had preceded it several days. From Governor Tryon, Howe learned that the Americans were expecting this move on the part of the British, and that they had made preparations to defend New York and vicinity. On the 9th of July Howe landed his nine thousand veterans on Staten Island. In a few days another fleet brought additional forces under

Sir Henry Clinton and Sir Peter Parker. From now on each day witnessed the arrival of reinforcements, until the British army numbered about thirty-one thousand.

Opposed to this fleet and army Washington had no fleet and an army of about twenty-seven thousand, but of this less than twenty thousand were fit for duty. Washington did not know where Howe would attack, and so the Americans were scattered, some in New Jersey, some in New York and less than five thousand on Long Island to meet the twenty thousand British who landed there.

The English army was composed of veterans with only a sprinkling of raw recruits; the Americans were unseasoned, inexperienced state militia. As officers, the British had many of the best in the service of the King; the American officers were, many of them, like the soldiers, without experience.

Washington had fortified Brooklyn with a chain of intrenchments and redoubts running along the high grounds from Wallabout Bay to Gowan's Cove. Between Brooklyn and Gravesend Bay, the place the British landed, was a thickly wooded range of hills. These hills were crossed by three roads which the Americans had fortified with breastworks, etc.

General Greene commanded on Long Island at first, but on account of fever he had to give up the command to General Sullivan, who was superseded just before the battle by General Putnam.

On the 22d of August the British landed at Gravesend Bay and occupied the plain to the southeast of this range of hills. General Grant commanded the left wing near the coast. Opposed to him the Americans had Major Burd. General De Heister commanded the centre, with General Sullivan to oppose him. The British right was under the command of General Clinton.

At 9 o'clock on the evening of the 26th, General Clinton, Earl Percy and Cornwallis set out with the right wing on a flanking movement, and by 3 A. M. they were on the Jamaica road, which leads to Bedford, in the rear of Sullivan. At this hour General Grant began to advance. The men under Major Burd fled almost without offering any resistance. Burd was captured. Lord Stirling was sent down with Haslet's and Smallwood's battalions to check Grant. Smallwood's men were placed on Stirling's right, near the coast, and Haslet's were on the left. These men were drawn up in line of battle and the enemy drew up in line. Here, for the first time in history, we see American soldiers meeting British troops in open field and in regular line of battle. Grant's advance was checked. De Heister attacked Sullivan and thus the Americans were led to believe the British were going to storm the passes, while, as a matter of fact, this was only to cover up the real plan—the flanking movement. The ruse was a complete success. By 9 o'clock Clinton is at Bedford, in Sullivan's rear, and in a short time Cornwallis is in possession of the road to Gowanus, in Stirling's rear. Sullivan is soon defeated, his army dispersed and the American cause is completely lost in all parts of the field, except the right wing, and that is surrounded.

Let us turn now and see exactly the position of Stirling's men. The British are in the rear, on his left and in front; to his right is the bay and a swamp with a creek running through it. This swamp has never been crossed by soldiers, but beyond it are the Brooklyn peninsula, the lines and safety. With him is an army of about sixteen hundred men, who have held in check for four long hours an army of seven thousand. Shall these men be lost? They are being attacked on three sides. Stirling, with the quick insight of the true soldier that he was, ordered his men to make their way across the swamps as best they could, while, to protect them as they forded or swam, he and Gist took half of the Maryland regiment and attacked Cornwallis. These are the immortal Four Hundred. They gallantly followed their General, and were soon "warmly engaged" with the enemy. Time and time again they charged the British, and were on the point of breaking through when reinforcements came to strengthen Cornwallis. They were forced back into a piece of woods, where, with conspicuous courage, they formed again for still another effort to break through, but the odds were so great, they were driven back and they broke up into small bands. "Nine only, among whom was Major Gist, succeeded in crossing the creek, the rest having retreated into the woods." But while they held the enemy at bay, the remaining portion of Stirling's army crossed the creek, reached the fortifications and were saved. This brave deed on this day of disasters for America stands out conspicuously as one worthy of a brave, liberty-loving people.

John Fiske says, with reference to this part of the battle of Long Island: "In this noble struggle the highest honors were won by the brigade of Maryland men commanded by Smallwood, and throughout the war we shall find this honorable distinction of Maryland for the personal gallantry of her troops fully maintained until the last pitched battle, at Eutaw Springs, we see them driving the finest infantry of England at the point of the bayonet."

WASHINGTON RESIGNING HIS COMMISSION.

In September, 1783, a proclamation was issued by Congress disbanding the army of the United States. On the 4th of December, the principal officers of the army assembled in New York to take leave of Washington, their beloved commander-in-chief. "With a heart full of love and gratitude," said the great chief, "I now take leave of you. I most devoutly wish that your latter days may be as prosperous and happy as your former ones have been glorious and honorable."

Washington, hastening on to Annapolis, in Maryland, where the Congress of the United States was in session, arrived there on the 17th of December. Generals Gates and Smallwood, accompanied by the most distinguished citizens of the State, met him within a few miles of the city, and escorted him to apartments prepared for his reception.

On the 23d of December, in the presence of the Congress, the governor, and council of the state, and a vast body of prominent citizens, consisting

of ladies and gentlemen of Maryland, and other states, he addressed the president of Congress, and resigned his commission as commander-in-chief. The battles of a glorious war had been fought since he first appeared before Congress to accept the command of their armies. Now the eyes of a newborn nation were upon him; the voices of a liberated people proclaimed him their preserver; and from Maryland, a state that had so nobly answered the calls of the chief during the progress of the war, he retired to private life at Mount Vernon, the home of his heart.

"The great events on which my resignation depended," said Washington, addressing the president of Congress, "having at length taken place, I have now the honor of offering my sincere congratulations to Congress, and of presenting myself before them to surrender into their hands the trust committed to me, and to claim the indulgence of retiring from the service of my country.

"Happy in the confirmation of our independence and sovereignty," continued the chief, "and pleased with the opportunity afforded the United States of becoming a respectable nation, I resign with satisfaction the appointment I accepted with diffidence—a diffidence in my abilities to accomplish so arduous a task, which, however, was superseded by a confidence in the rectitude of our cause, the support of the supreme power of the Union, and the patronage of Heaven.

"Having now finished the work assigned me," said he, in conclusion, "I retire from the great theatre of action, and, bidding an affectionate farewell to this august body, under whose orders I have long acted, I here offer my commission, and take leave of all the employments of public life."

The address having ended, General Washington advanced and delivered his commission into the hand of the president of Congress, who, on receiving it, made an appropriate reply. This interesting event, which took place at Annapolis, on the soil of Maryland, makes a brilliant page of the history of the state, and young and old will look back to it from the remote ages of posterity with pleasure, pride and patriotism.—*Taken from Du-lany's History of Maryland.*

WHERE WASHINGTON RESIGNED HIS COMMISSION.

The connection of Maryland with Washington as the commander-in-chief of the armies of the American colonies in the War of the Revolution is twofold. It was Thomas Johnson, the first State Governor of Maryland and a delegate to the Continental Congress, who suggested the Virginia militia colonel for the grave and important post of military chief of the great struggle for popular freedom; and it was on Maryland soil that the general, his work in that capacity ended, divested himself of the powers carried by his commission from the Continental Congress as the commander-in-chief of the forces in the field against Great Britain.

Governor Warfield has restored to its original form the old Senate Chamber, in the State House at Annapolis, where Washington ap-

peared before the Congress and returned to it the roll of parchment upon which was inscribed the authority he had wielded for seven years. This historic room will henceforth be preserved just as it was in 1783, and given over entirely to the memory of one of the most hallowed events of American history. Hanging in it are large printed copies of the address with which Washington read himself into private life and of the response of General Thomas Mifflin, then President of the Congress, together with a photographic reproduction of the painting by Turnbull representing the scene which is now in the Capitol at Washington, and other relics. The Senate Chamber was "modernized" in 1876, but with the addition to the State House and the providing of other quarters for the State Senate, the ancient chamber has been set aside, in its former simplicity and strength, to the patriotic purpose of a memorial of the great event which took place within its walls. The Continental Congress met but once in Annapolis—for the six months of the session beginning November 26, 1783. After the victory of Yorktown, which ended the Revolution, Washington disbanded his army and bade farewell to his officers at New York. Accompanied by a few members of his military family, he set out for Annapolis, reaching that city on the 19th of December. He sent a communication to Congress, announcing his desire to appear before it and surrender his commission, and at noon of Tuesday, December 23, he was received by it in the Senate Chamber. Here in one of his most patriotic utterances, he formally presented himself "to surrender into thir (Congress') hands the trust committed to me and to claim the indulgence of retiring from the service of my country. Happy in the confirmation of our independence and sovereignty, and pleased with the opportunity afforded the United States of becoming a respectable nation, I resign with satisfaction the appointment I accepted with diffidence; a diffidence in my abilities to accomplish so arduous a task, which, however, was superseded by a confidence in the rectitude of our cause, the support of the supreme power of the Union and the patronage of Heaven.

Commending the favor of Congress the "peculiar services and distinguished merits of the gentlemen who have been attached to my person during the war (among whom was Lieutenant-Colonel Tench Tilghman, of Talbot County), and invoking the protection of Almighty God upon the country and its officials, Washington handed his commission to General Mifflin. The latter, for the Congress, made an address to the general, referring in fitting terms to his services and character, and as a private citizen the late commander-in-chief retired to his home at Mount Vernon, escorted a part of the distance by Governor Paca. In the Senate Chamber on December 23, 1783, were the future Presidents Washington, Jefferson, Madison and Monroe, the leading men of that day in Maryland, and from the gallery Mrs. Washington looked upon the scene.

In the following year the definitive treaty of peace with Great Britain was ratified by Congress in the Senate Chamber.

BURNING OF THE PEGGY STEWART.

The opposition in all the colonies was so strong that Parliament had to repeal the Stamp Act. But it would not give up the right to tax the colonies. New dues were laid on tea and many other articles. But the colonies refused to pay these taxes also.

The colonists formed Non-importation Societies, and agreed not to use any of the articles on which taxes were laid. They stopped drinking tea. Ladies and gentlemen wore homespun clothes instead of the velvets and silks they were used to. Not all of the colonies kept this agreement, but Maryland did up to the very time when the Revolutionary War broke out.

The people of Maryland grew more and more angry at the treatment they received. They had before taken as their motto, "No taxation without representation," but now they began to cry "Liberty or Death" instead.

They not only talked but they acted. They wanted King George to understand that they would fight and die rather than give up their liberty.

Nine years later Carroll Paca, grown to be a man, was again in Annapolis. And he found the people even more excited than they had been before. England had taken off all the taxes but the one on tea. But the people were so angry by that time that they would not pay any taxes at all. It was not any one tax they were fighting, but the principle of "taxation without representation."

A brig, named the Peggy Stewart, had sailed into Annapolis with a cargo of tea. A firm of merchants, Williams and Company, tried to land the tea. The owner of the vessel, Anthony Stewart, paid the tax. What made this worse was that he belonged to the Non-importation Society.

When Carroll went out that day he saw a crowd of men marching down the street. He went with them. They were going to Mr. Stewart's house to tar and feather him. But some gentlemen met them and told them of a better way to act. They compelled Mr. Stewart and the owners of the tea to sign a paper saying that they had insulted the people of Maryland and promising never to do so again.

Still the people were not satisfied. The hateful tea was still there and the ship that brought it over. The people made up their mind to get rid of both.

In what are now Howard and Montgomery Counties was a band of patriots called the Whig Club. They took the matter in hand. Headed by their president, Charles Alexander Warfield, they mounted their horses and rode down to Annapolis. On their hats they wore the words, "Liberty or Death." When they came to the house of Mr. Stewart, Major Warfield called him out and said, "You must either go with me and apply the torch to your own vessel, or hang before your own door."

Mr. Stewart went with them, and on October 19, 1774, only four days after her arrival, the Peggy Stewart with her cargo of tea was burned to

the water's edge. She was run aground on Wind Mill Point, and Mr. Stewart himself set fire to her.

The people of the town watched her burn. Carroll was there and saw it all. He knew now what it meant. It meant that King George had his warning from Maryland. The Marylanders would have liberty at any cost. And as he saw the Peggy Stewart burning, he took off his hat and cheered. And how everyone cheered the men of the Whig Club as they rode homeward out of the city!

This was Maryland's "tea party." In some of the other colonies cargoes of tea had been destroyed, but those who destroyed them hid their faces and went disguised as Indians. In Maryland the men went openly in broad daylight, without any disguise. They felt that they were doing right, and were ready to take all the consequences of their acts.

In seventeen hundred and seventy-four
The Peggy Stewart came
With a cargo of tea from over the sea,
And a tax in King George's name.

But the Maryland men had sternly said,
"We'll pay no tax, indeed,
On silk or brocade, or anything made.
So let King George take heed."

The farmers rode down in the light of day
To the town by the Severn's side,
And they summoned the knave, who had tried to brave
The people's decree, and hide,

To come forthwith to Wind Mill Point,
To come with his torch alight,
To confess the blame, and to bñrn the shame
Of his deed, in all men's sight.

So the Peggy was burned to the water's edge.
Ah, that was a sight to see!
And the sturdy men rode home again,
Singing, "Death or Liberty."

Taken from Passano's "Maryland: Stories of Her People and of Her History."

Arbor and Bird Day.

Date to be Designated by the Governor. Probable Date,
FRIDAY, APRIL 17, 1908.

SUGGESTIVE PROGRAM.

1. Song—"Maryland, My Maryland."
 2. Reading of Scripture Selection.
 3. Roll Call, with Appropriate Quotations.
 4. Reading of President Roosevelt's Letter.
 5. Singing—"Song of Arbor Day."
 6. Exercise—"Why We Keep Arbor Day"—By seven pupils.
 7. Recitation—"The Schoolhouse Yard."
 8. Recitation—"If I Were a Sunbeam"—By a primary pupil.
 9. Short Poems.
 10. Song—Arbor Day March.
 11. Planting Exercises.
 12. Closing Exercises.
-

SONG OF ARBOR DAY.

(Air:—Wilmot or any 8s, 7s.)

We have come with joyful greeting,
Songs of gladness, voices gay,
Teachers, friends, and happy children
All to welcome Arbor Day.
Here we plant the tree whose branches,
Warmed by breath of summer days,
Nourished by soft dews and showers,
Soon shall wave in leafy sprays.

Gentle winds will murmur softly,
Zephyrs float on noiseless wing;
Mid its boughs shall thrush and robin
Build their nests and sweetly sing,
'Neath its sheltering arms shall childhood,
Weary of the noontide heat,
In its cool, inviting shadow
Find a pleasant, safe retreat.

Plant we, then, throughout our borders,
O'er our lands so fair and wide,
Treasures from the leafy forest,
Vale and hill and mountain-side.
Rooted deep, oh, let them flourish,
Sturdy giants may they be!
Emblems of the cause we cherish,
Education broad and free!

Sarah J. Pettinos.

ARBOR DAY MARCH.

(Air:—"Marching Through Georgia.")

Celebrate the Arbor Day
With march and song and cheer,

For the season comes to us
 But once in every year;
 Should we not remember it
 And make the mem'ry dear,
 Memories sweet for this May' day.

CHORUS.

Hurrah! Hurrah! The Arbor Day is here;
 Hurrah! Hurrah! It gladdens every year;
 So we plant a young tree on blithesome Arbor Day,
 While we are singing for gladness.

Flow'r's are blooming all around,
 Are blooming on this day;
 And the trees with verdure clad,
 Welcome the month of May,
 Making earth a garden fair
 To hail the Arbor Day,
 Clothing all nature with gladness.

SCRIPTURE SELECTION.

Sing, O ye heavens; break forth into singing, ye mountains, O forest, and every tree therein.

The glory of Lebanon shall come unto thee, the fir tree, the pine tree, and the box together, to beautify the place of my sanctuary.

And ye shall take you on the first day the boughs of goodly trees, branches of palm trees, and the boughs of thick trees, and willows of the brook; and ye shall rejoice before the Lord your God seven days.

They have made all thy ship-boards of fir trees of Senir: they have taken cedars from Lebanon to make masts for thee.

Of the oaks of Bashan have they made thine oars.

I will plant in the wilderness the cedar . . . I will set in the desert the fir tree, and the pine, and the box tree together.

Thus saith the Lord God, I will also take of the highest branch of the high cedar, and will set it; I will crop off from the top of his young twigs a tender one, and will plant it upon an high mountain and eminent;

In the mountain of the height of Israel will I plant it: and it shall bring forth boughs, and bear fruit, and be a goodly cedar: and under it shall dwell all fowl of every wing; in the shadow of the branches thereof shall they dwell.

And all the trees of the field shall know that I the Lord have brought down the high tree, have exalted the low tree, . . . and have made the dry tree to flourish.

The mountains and the hills shall break forth . . . into singing, and all the trees of the field shall clap their hands.

The righteous shall flourish like the palm tree: he shall grow like a cedar in Lebanon.

Blessed is the man that trusteth in the Lord, and whose hope the Lord is.

For he shall be as a tree planted by the waters, and that spreadeth out her roots by the river, and shall not see when heat cometh, but her leaf shall be green.

THE PRESIDENT'S LETTER TO THE AMERICAN SCHOOL CHILDREN.

To the School Children of the United States:

Arbor Day (which means simply "Tree Day") is now observed in every State in our Union—and mainly in the schools. At various times from January to December, but chiefly in this month of April, you give a day or part of a day to special exercises and perhaps to actual tree planting, in recognition of the importance of trees to us as a Nation, and of what they yield in adornment, comfort, and useful products to the communities in which you live.

It is well that you should celebrate your Arbor Day thoughtfully, for within your lifetime the Nation's need of trees will become serious. We of an older generation can get along with what we have, though with growing hardship; but in your full manhood and womanhood you will want what nature once so bountifully supplied and man so thoughtlessly destroyed; and because of that want you will reproach us, not for what we have used, but for what we have wasted.

For the nation as for the man or woman and the boy or girl, the road to success is the right use of what we have and the improvement of present opportunity. If you neglect to prepare yourselves now for the duties and responsibilities which will fall upon you later, if you do not learn the things which you will need to know when your school days are over, you will suffer the consequences. So any nation which in its youth lives only for the day, reaps without sowing, and consumes without husbanding, must expect the penalty of the prodigal, whose labor could with difficulty find him the bare means of life.

A people without children would face a hopeless future; a country without trees is almost as hopeless; forests which are so used that they cannot renew themselves will soon vanish, and with them all their benefits. A true forest is not merely a store house full of wood, but, as it were, a factory of wood, and at the same time a reservoir of water. When you help to preserve our forests or to plant new ones you are acting the part of good citizens. The value of forestry deserves, therefore, to be taught in the schools, which aim to make good citizens of you. If your Arbor Day exercises help you to realize what benefits each one of you receives from the forests, and how by your assistance these benefits may continue, they will serve a good end.

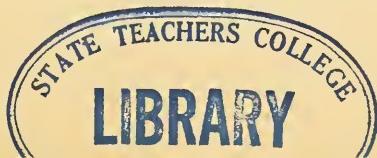
THEODORE ROOSEVELT.

The White House,
April 15, 1907.

PLANTING SUGGESTIONS.

The proper season for planting is not everywhere the same. Where spring is the best season—north of the thirty-seventh parallel generally—the right time is when the frost is out of the ground before budding begins.

The day to plant is almost as important as the season. Sunny, windy



weather is to be avoided; cool, damp days are the best. For this reason it is well to leave the date for Arbor Day unfixed. All exercises are better deferred until the planting is done.

Trees cannot be thrust into a rough soil at random and then be expected to flourish. They should be planted in well-worked soil, well enriched. If the trees cannot be set out immediately after being secured, the first step is to prevent their roots drying out in the air. This may be done by standing the roots in a "puddle" of mud or "heeling-in" the trees by burying the roots deep in fresh earth.

In planting they should be placed from two to three inches deeper than they stood originally. Fine soil should always be pressed firmly—not made hard—about the roots, and two inches of soil at the top should be left very loose, to act as a mulch to retain the moisture.

Small seedlings may be secured easily and cheaply. If these are set out in good numbers after the pattern of a commercial plantation they will become in due time a true forest on a small scale. No matter how few the trees, they may be made to illustrate planting for some useful purpose.

The scope of planting may sometimes be broadened by securing permission for the children to plant a small block of trees in some field unsuited for crops, and in this way the work can be done just as it would be done on a larger scale by the forester.

Outside the scope of the actual planting, it is well to bear in mind that Arbor Day is not the only day in the year on which trees deserve to be remembered and cared for. They need care throughout the season. Watching the plantation thrive under right treatment greatly adds to the educational value of the work, and to its success, which should be its best lesson.

It is all important that the plantation should serve as a model of what can be accomplished along these lines. Then, when the children are grown men and women, they will find great satisfaction in the work of their school days.

Approved:

JAMES WILSON,

Secretary.

WASHINGTON, D. C., MARCH 28, 1907.

WHY WE KEEP ARBOR DAY.

(For seven children. As they take their places upon the stage, those in seats recite the first stanza.)

Trees of the fragrant forest,
With leaves of green unfurled,
Through summer's heat, through winter's cold,
What do you do for our world?

First—

Our green leaves catch the raindrops
That fall with soothing sound,
Then drop slowly, slowly down,
'Tis better for the ground.

Second—

When rushing down the hillside,
 A mighty freshet forms,
 Our giant trunks and spreading roots
 Defend our happy homes.

Third—

From burning heat in summer,
 We offer cool retreat,
 Protect the land in winter's storm
 From cold, and wind, and sleet.

Fourth—

Our falling leaves in autumn,
 By breezes turned and tossed,
 Will make a deep sponge carpet warm
 Which saves the ground from frost.

Fifth—

We give you pulp for paper,
 Our fuel gives you heat,
 We furnish lumber for your homes,
 And nuts and fruit to eat.

Sixth—

With strong and graceful outline,
 With branches green and bare,
 We fill the land all through the year
 With beauty everywhere.

All—

So listen, from the forest,
 Each one a message sends
 To children on this Arbor Day,
 "We trees are your best friends."

—Primary Education.

THE SCHOOLHOUSE YARD.

(May be used as an exercise for seven pupils, or as a recitation by one.)

1.

The schoolhouse yard was so big and bare,
 No pleasant shadow nor leafy trees;
 There was room enough, and some to spare,
 To plant as many as ever you please.

2.

So first we set there a little pine,
 For the wind to play its tunes upon,
 And a paper birch, so white and fine,
 For us children to write our secrets on.

3.

Then two little elms to build an arch,
 Right over the gate when they grow up tall,
 And a maple for tiny blooms in March,
 And scarlet leaves in the early fall.

4.

A cedar tree for its pleasant smell,
 A mountain ash for its berries bright,
 A beech for its shade and nuts as well,
 And a locust tree for its blossoms white.

5.

Then last we planted an acorn small,
 To grow in its time a sturdy oak;
 And somehow it seemed to us children all
 That this was the funniest joke.

6.

For sweet Miss Mary smiling said,
 "The other trees are your very own,
 But this little oak we will plant instead
 For your grandchildren, and them alone."

7.

I wonder now if the little folk
That come in the days that are to be,
To frolic under the future oak,
Will be as merry and glad as we.

All—

And if they will plant their elm and beech
As we do, just in the selfsame way,
And sing their chorus and speak their speech
And have such fun upon Arbor Day.
—Elizabeth Howland Thomas, in the Youth's Companion.

APRIL.

(Primary.) I must dimple, smile and frown,
My name is April, sir, and I Laughing though the tears roll down,
Often laugh, as often cry; But 'tis nature, sir, not art,
And I cannot tell what makes me, And I'm happy at my heart.
Only, as the fit o'ertakes me,

IF I WERE A SUNBEAM.

(Primary.)
"If I were a sunbeam,
I know what I'd do;
I would seek white lilies,
Rainy woodlands through;
I would steal among them;
Softest light I'd shed,
Until every lily
Raised its drooping head."

"If I were a sunbeam,
I know where I'd go;
Into lowliest hovels,
Dark with want and woe,

Till sad hearts looked upward,
I would shine and shine;
Then they'd think of heaven,
Their sweet home and mine."

Art thou not a sunbeam;
Child whose life is glad
With an inner radiance
Sunshine never had?
Oh, as God has blessed thee,
Scatter rays divine!
For there is no sunbeam
But must die, or shine.
—Lucy Larcom.

IN THE HEART OF A SEED.

(Primary.) Of the raindrops bright.
In the heart of a seed
Buried deep, so deep,
A dear little plant
Lay fast asleep.

"Wake," said the sunshine,
"And creep to the light,"

The little plant heard,
And it rose to see
What the beautiful
Outside world might be.
—Kate L. Brown.

NEST EGGS.

(Primary.) Safe in each egg are the
Birds all the summer day
Flutter and quarrel,
Here in the arbor-like
Tent of the laurel.

Here in the fork
The brown nest is seated;
Four little blue eggs
The mother keeps heated.

While we stand watching her,
Staring like gables,

Soon the frail eggs they shall
Chip, and upspringing,
Make all the April woods
Merry with singing.

Younger than we are,
O children, and frater,
Soon in blue air they'll be,
Singer and sailor.
—Robert Louis Stevenson.

THE ROBIN'S NEST.

(Primary.)

How do the robins build their nests?
 Robin Redbreast told me.
 First a wisp of yellow hay
 In a pretty round they lay;
 Then some threads of flax or floss,
 Feathers, too, and bits of moss,
 Woven with a sweet, sweet song,
 This way, that way, and across:
 That's what Robin told me.

Where do robins hide their nests?
 Robin Redbreast told me.
 Up among the leaves so deep,
 Where the sunbeams rarely creep,
 Long before the winds are cold,
 Long before the leaves are gold,
 Bright-eyed stars will peep and see
 Baby robins—one, two, three:
 That's what Robin told me.

—George Cooper.

QUOTATIONS.

BIRDS—TREES—FLOWERS.

“CUCKOO.”

“Cuckoo, Cuckoo!” no other note,
 She sings from day to day;
 But I, though a poor cottage girl,
 Can work, and read, and pray.

Bowles—Spring.

“THE EAGLE”—Percival.

Birds of the broad and sweeping wing,
 Thy home is high in heaven,
 Where wide the storm their banners fling,
 And the tempest clouds are driven.

“HUMILITY”—Montgomery.

The bird that sings on highest wing
 Builds on the ground her lowly nest;
 And she that doth most sweetly sing,
 Sings in the shade when all things rest.
 In lark and nightingale we see
 What honor hath humility.

THE BUILDING OF THE NEST—Margaret E. Sangster.

They'll come again to the apple tree—
 Robin and all the rest—
 When the orchard branches are fair to see
 In the snow of the blossoms dressed.
 And the prettiest thing in the world will be
 The building of the nest.

VIOLET.

The modest lowly violet,
 In leaves of tender green is set;
 So rich she cannot hide from view,
 But covers all the bank with blue.

Dora Read Goodale.

We may shut our eyes
 But we cannot help knowing
 That skies are blue
 And the grass is growing.

James Russell Lowell.

The roses were all in bloom,
 And in from the garden floated
 The violet's rich perfume.

Julia C. R. Dorr.

There was never mystery
 But 'tis figured in the flowers,
 Was never secret history,
 But birds tell it in the bowers.

—Emerson.

We bring daisies, little starry daisies,
 The angels have planted to remind us of the sky.
 When the stars have vanished they twinkle their mute praises,
 Telling in the dewy grass, of brighter fields on high.
 —T. B. Read.

“WOODMAN, SPARE THE TREE”— George P. Morris.

Woodman, spare that tree!
 Touch not a single bough!
 In youth it sheltered me,
 And I'll protect it now.

“LOTUS”—Paul H. Hayne.

Where drooping lotus-flowers, distilling balm,
 Dream by the drowsy streamlets Sleep hath crowned,
 And Care forgets to sigh, and Patience conquers Pain.

THE PINE TREES—Julia C. R. Dorr.

O solemn pines, now dark and still,
 When last I stood beneath your shade,
 Strange minstrels on their airy harps,
 Among your trembling branches played.

THE OAK—Montgomery.

The tall Oak, towering to the skies,
 The fury of the wind defies.
 From age to age in virtue strong,
 Inured to stand and suffer wrong.

“In learning,” proudly said the birch,
 “I once played quite a part;
 Whenever little boys were dull,
 Why, I could make ‘em smart.”

TO THE OLD TULIP POPLAR ON ST. JOHN’S CAMPUS.

Far up among your massive, rugged limbs,
 Quivering upon your myriad, shining leaves,
 The moon-light falls, the night-wind sings its hymns;
 And there in visions fancy soars and weaves.
 That music tuned the poet-soul of Key;
 That light touched Pinkney’s tongue with deathless fire;
 And here Peale felt the artist’s ecstasy.
 But there are other voices in that choir
 Of whispering boughs and leaves that lure us from to-day,
 Back through the bygone centuries, far, far away.

They seem to sing: “ ‘Neath us the wild deer fed;
 The wood grouse drummed his call at early dawn;
 The black bear roamed; the red man made his bed;
 Ages before Columbus hailed the morn,
 Which gave assurance that a world was born.
 This lofty head, o’erlooking land and bay,
 Saw the frail boat from Jamestown’s camp forlorn,
 That first explored these shores; and knew the day
 When Claiborne came and named and claimed yon Isle of Kent;
 Years, years before St. Marie’s colonists were sent.”

You were a witness, venerable tree!
 Could you recall and speak, you could relate

A tale of rich, romantic history,
 Linked with this city's and this Nation's fate.
 The little band of Puritans, whom hate
 And slavery of conscience forced to flee,
 Who hither came—the year that freemen date,
 In mother-land, the death of tyranny;
 Here, in this safe, secluded spot, you heard them raise
 To their Preserver solemn hymns of grateful praise.

You saw the naval-fight with Claiborne's men,
 Across this bay; the battle fought near-by
 'Twixt Puritans and Cavaliers; and then
 The long, long struggle for the mastery.
 Here came the seat of State and luxury;
 Colonial wit and beauty; and the grand
 Old sages, warriors, men of history,
 Instinct with liberty, a chosen band,
 Who took this people firmly by their willing hand,
 And led them through the deserts to the promised land.

All these you knew full well, majestic friend!
 They saw you, knew you, and imbibed your power;
 Their children's children bless and watchful tend
 Your lusty age; and shield in danger's hour
 The tree that shelter gave, in sun and shower,
 To heroes in four wars—camped on your green—
 To Washington and heart-linked chiefs, who tower,
 Serenely great, removed from all things mean;
 Like your stupendous trunk, triumphant o'er the scene
 Of vanished comrades, ages, races, which have been.

—J. Wirt Randall, Annapolis, Md.

"THE LIBERTY TREE."

Still Standing on St. John's College Campus.

The earliest tradition, handed down to us of the imperial poplar that adorns the College Campus, is that it served as the canopy under which the colonists and Indians made a treaty of peace. As history records only one document of this kind signed here, this treaty must have been the one agreed between the colonists and the sturdy Susquehannocks in 1652.

The next public use we find of it in Eddis' Letters was when the inhabitants assembled under it to determine whether, or not, persons who had not joined the association of patriots should be driven out of the colony.

In 1825, Gen. Lafayette was entertained under it, and after that there are frequent mentions in the Maryland Gazette of Fourth of July celebrations taking place under its ample shade.

About 1840 several youths were playing under this tree with that very dangerous, but frequent adjunct of juvenile sports, gunpowder. They had about two pounds of it. They placed it in the hollow of the tree, where it was ignited and exploded, setting fire to the grand old tree. The citizens of Annapolis repaired in force for its rescue, the firemen bringing out the city engine and deluging the tree with water. The boys' escapade was, no doubt, greatly denounced; but the juveniles had done better than their denunciators thought or the juveniles intended. The tree had fallen into a state of decay that threatened its life. The next year it put forth its branches with its youth renewed. The explosion had destroyed the worms that were gnawing away its vitals!

How long this monarch of a primeval forest has existed none can

tell. An octogenarian tells me he remembers it in 1812, and it seemed as large then as now. If, in 1652, it was of such imposing growth that it was selected as the scene of so important an event as the making of a treaty of peace by the Puritans with their savage foes, may we not infer that it lived before Columbus saw America? On the 30th of July, 1886, it was two feet from the ground, twenty-nine feet, four inches in circumference, and stood about 150 feet high. One-third of the trunk is gone, and is now boarded up. The body of the tree is a mere shell—a marvel how its life can be maintained and thousands of tulips bloom on its branches in their season.

Its identity with Eddis' Liberty Tree is preserved to us alone by tradition, but its use and size corroborate the truth of oral testimony.

—*Taken from Riley's History of Annapolis.*

By-Laws Pertaining to Teachers.

ARTICLE VI.

TEACHERS.

1. Every teacher on his first appointment and before entering on the duties of his office shall take the following oath of office, a copy of which shall be kept in the office of the County School Board:

I,....., having been appointed a teacher in the public school of.....County, State of Maryland, do swear (or affirm) that I will obey the School Law of the State of Maryland and all rules and regulations touching my position as teacher, passed in pursuance thereof by the proper authority; that I will, to the best of my skill and judgment, diligently and faithfully, without partiality or prejudice, discharge the duties of a teacher, in the public schools of said county, including attendance on teachers' institutes and associations when legally called thereto, and will honestly and correctly make quarterly and other reports when required by law or the school authorities of said county to do so.

.....Teacher.

State of Maryland.....County to wit:
Sworn (or affirmed) before the subscriber.....

.....
by....., teacher, who in my presence has thereto set.....name this.....
day of.....19.....

2. It shall be the duty of teachers to have the schoolrooms swept, dusted and ventilated every day, and warmed when necessary, at least fifteen minutes before the hour of opening, and to see that the house is kept clean and comfortable at all times. They shall organize and conduct their schools according to the schedule in Article VIII, Section 7, and shall give their undivided attention to the pupils during the whole of the school hours. Pupils and teachers are prohibited from using tobacco in any form on the school premises during school hours.

3. They shall keep a record of the daily attendance of themselves and of each pupil in the register provided for that purpose. This register shall be preserved in good condition and submitted to the inspection of the County Superintendent, the Trustees and the Commissioners, whenever desired.

4. They shall make a term report to the School Board (on forms provided for that purpose, and approved by the State Board), and shall fill up accurately all the blanks, so far as applicable to each particular school. They shall swear or affirm to this report before a Justice of the Peace or a School Commissioner, if required by the By-Laws of the

County School Board; they shall have it endorsed by at least two School Trustees; and shall deliver it to the County Superintendent at least three days before the stated quarterly meeting of the Board.

5. No teacher shall receive payment for services until the registers are properly filled up, and reports made and delivered as required by law.

6. No person shall act as a substitute for a teacher unless holding a teacher's certificate, and then only with the written consent of the Trustees, which shall be filed with the teacher's report. In case a disqualified person act as substitute, no salary shall be paid for that time.

7. For each day's absence from school, without good and sufficient reasons, which reasons shall be stated in the quarterly report, the teacher shall forfeit the proportionate amount of salary; but no deduction shall be made by the Board for sickness not exceeding three days in one term. Time lost shall not be made up by teaching on Saturdays or legal holidays, or at extra hours. The days of absence shall be noted in the quarterly report; and the cause of absence for each day.

8. Every teacher shall keep an account of the books belonging to the school furnished each pupil for use, and shall require the return of the same when the child leaves school. Teachers will be held responsible for the safe-keeping and good condition of the books and stationery belonging to the schools.

9. Any teacher who shall refuse to vacate his school when legally notified of his suspension or dismissal by the Trustees or County School Board, shall forfeit all claim for compensation for services during the term in which such suspension or dismissal shall take place, and be thereafter ineligible to any school under the control of the Board, unless reinstated by the County School Board.

10. Every teacher shall furnish to the County School Board an inventory of the books and stationery belonging to the Board which are in the school at the expiration of each school year.

11. All contracts with teachers shall be in writing, and shall be signed by the Board of District School Trustees, or a majority of them, and by the teacher. Said contracts shall be submitted to the Board of County School Commissioners for confirmation, and shall not be valid unless confirmed.

12. If a teacher wishes to vacate his school, thirty days' notice in writing must be given to the Trustees and also to the County School Board, except in cases of emergency, of which the School Board must judge. If any teacher leaves without giving such notice, he shall forfeit the salary already accrued for the current term.

13. Immediately on the termination of the scholastic year, or on the teacher's vacating the school, he shall secure the schoolhouse, and shall deliver the keys thereof and all school property in his charge to the Chairman of the Board of District Trustees or to one of the School Commissioners, taking a receipt therefor.

14. No person is eligible to appointment as teacher or substitute without having one of the several certificates to teach as enumerated in

Section 6 of Article VII. The minimum legal age of men teachers is 19 years; of women teachers, 18 years.

15. Teachers shall attend the Teachers' Institute and County and District Teachers' Association when ordered by the proper authority, under such penalty as the Board of County School Commissioners may prescribe.

16. Every teacher is expected and required to make himself acquainted with the By-Laws, Rules and Regulations of the State Board of Education, and of the Board of School Commissioners of his county, and to bear in mind that by accepting employment he voluntarily undertakes to discharge the duties imposed or implied therein. Any voluntary neglect or violation of said By-Laws is therefore a breach of contract, and may lead to termination of the engagement or to the annulment of his certificate.

17. The Principal Teacher of every school, when the appointment has been confirmed by the County School Board, is *ex-officio* the Secretary of the Board of District School Trustees. He shall keep an accurate record of the proceedings of each meeting in an appropriate record book, which shall be inspected by the County Superintendent when visiting the schools.

ARTICLE VII.

TEACHERS' CERTIFICATES.

1. The issuing, grading and renewal of certificates of qualification as Public School Teachers, to persons applying for same in any county, are in the discretion of the County Superintendent under the provisions of law.

2. The certificates issued by each County Superintendent shall be numbered and registered in a book provided for that purpose, and shall be arranged by the County Superintendent, under the sanction of the County School Board, as First Grade, First Class; First Grade, Second Class; Second Grade, First Class; Second Grade, Second Class; and Second Grade, Third Class. The grade shall be determined as required by law, by the scholastic qualifications of the Teacher; but the class shall be determined by the professional ability and skill of the Teacher as exhibited in the schoolroom, and observed and vouched for by the County Superintendent. Certificates issued by the Principal of a State Normal School, or the Normal Department of Washington College, shall be subject to the same provisions. When the diplomas of graduates of the State Normal Schools, or the Normal Department of Washington College, shall have affixed to them the Seal of the State Board of Education they shall be accepted as First Grade, First Class certificates.

3. Certificates of the First Grade shall certify that the Teacher has been examined in Orthography, Reading, Writing, Arithmetic, Geography, United States and General History, English Grammar, Bookkeeping, Algebra, Natural Philosophy, Physiology, Plane Geometry (four books), National and State Constitutions, Theory and Practice of Teaching, and the Laws and By-Laws of the Public School System of Maryland; and

those of the Second Grade shall certify that the Teacher has been examined in Orthography, Reading, Writing, Arithmetic, Geography, United States History, History of Maryland, English Grammar, Constitutions of United States and Maryland, Algebra (to Quadratics), Theory and Practice of Teaching, Physiology, and the Laws and By-Laws of the Public School System of Maryland.

4. A certificate valid for life or during good behavior may be granted, by the State Board of Education, to Teachers who shall have fulfilled the following conditions:

- (a) The applicant must hold a first-class certificate.
- (b) He or she must have been a Teacher for seven years, of which five shall have been spent in Maryland.
- (c) He or she must have the unanimous recommendation of the Board of School Commissioners of the county where the applicant is a Teacher.
- (d) He or she must give satisfactory proof of a liberal education and of professional study.
- (e) If required, the applicant must pass a satisfactory examination before the State Board of Education.

5. There shall be held annually on Thursday, Friday and Saturday, next succeeding the date of the regular quarterly meeting of the State Board of Education in the month of August, an examination for State or Life Certificates, which examination shall embrace the subjects of the Normal Course of the Normal School Curriculum. The place for holding the examination will be in Annapolis in the office of the Department of Education. The questions for this examination shall be prepared by the State Superintendent, subject to the approval of the State Board of Education, and conducted by said Superintendent, with such assistance as may be given him by the State Board of Education.

6. No person shall be employed as a Teacher in the Public Schools of Maryland unless such a person shall hold:

- (a) A certificate issued by the County Superintendent where he or she proposes to teach.
- (b) A certificate from a Principal of a State Normal School or of the Principal of the Normal Department of Washington College.
- (c) A diploma of a State Normal School of Maryland or of the Normal Department of Washington College.
- (d) A Normal School diploma of another State endorsed by the State Superintendent of Public Education.
- (e) A certificate from the State Board of Education.

ARTICLE VIII.

SCHOOLS.

1. The Course of Study for Elementary Schools, which embraces the subjects required to be taught in every District School, shall be followed as outlined and given in Section 7 of this Article; and the curriculum for High Schools as given in Section 7 of this Article shall be

followed in the grades of the High Schools.

2. The school year of ten months shall be divided into four terms as nearly equal as possible, to be called the fall, winter, spring and summer terms, respectively.

3. School shall be open daily, five days in each week, and for six hours each day. The hours each day, unless otherwise ordered by the School Commissioners, shall be from 9 A. M. to 12 M., and from 1 to 4 P. M. The younger pupils may be required to attend during a shorter daily session at the discretion of the teacher and with the consent of the County Superintendent. No school shall be in session on Saturday, Sunday, or on any of the following holidays, viz.: Thanksgiving Day, the 24th of December to the 1st of January (both inclusive), the Friday before Easter and the Monday after Easter, the whole months of July and August, and the days designated for the holding of the Annual Teachers' Institute. These vacations and holidays are obligatory on all schools. Election days and Decoration day may each be declared a holiday at the discretion of the Board of County School Commissioners.

4. There shall be a public examination of the pupils in each school twice a year, to which parents and school officers shall be invited, and the examination shall be reported to the School Board.

5. The teacher of any school may order the following articles for the comfort, convenience and security of the school when not otherwise provided for by the County School Board, viz.: fuel (ax and saw if needed), water bucket, drinking cup, wash basin, soap, towel, window lights and fastenings, door locks, all of which shall be paid for by the teacher and charged among the incidental expenses of the school, provided that vouchers shall be given for every expenditure. The teacher shall be responsible for the due care and right use of such articles, and any loss arising from neglect or waste shall be charged against his salary.

6. The rules adopted by any Principal Teacher for the government of his school, with the consent of the County Superintendent and the Board of District Trustees, and not at variance with the school law, the By-Laws of the State Board or the By-Laws of the County School Board, shall be carefully observed by all pupils and assistant teachers under his authority.

Teachers' Life Certificates.

The applicant for a Life Certificate must hold a first-class certificate, must have been a teacher seven years, of which five have been spent in Maryland, and must have the unanimous recommendation of the Board of School Commissioners of the county where the applicant is a teacher.

Examinations to test the general and professional scholarship of candidates for Life Certificates are given at the State Department of Education, under the direction of the State Superintendent of Public Education. They are held annually, the date being determined as follows: The State Board of Education meets on the last Wednesday of August, and the examinations are held on the Thursday, Friday and Saturday next succeeding. For example, the examinations occur in 1906 on August 30, 31, and September 1; in 1907, on August 29, 30, 31.

The examinations will be for the purpose of testing the applicant's attainments in the subjects rather than knowledge of particular books. Satisfactory preparation in the various subjects can be made from any standard text books of recent date, but to indicate the standards and offer a suggestive guide the following list of books is subjoined:

PEDAGOGY:

History of Education. Kemp, Seeley or Painter (revised edition).
Talks to Teachers on Psychology. James.
The Art of Teaching. White.

HISTORY:

American History, a secondary text. Adams and Trent. Hart's Essentials, Channing's or Montgomery's Students', or Larned.
General History, Myers' Ancient, and Myers' Medieval and Modern (revised editions).

ENGLISH:

Grammar. Buchler, Hyde, Maxwell, or Mother Tongue.
Composition and Rhetoric. Herrick and Damon.
History of English Literature. Simonds, Newcomer, or Moody and Lovett.
History of American Literature. Trent, Matthews, or Newcomer.

SCIENCE:

Physics. Millikan and Gale, or Hoadley.
Geography. Tarr and McMurry, Dodge, or Frye.
Nature Study and Life. Hodge.

MATHEMATICS:

Arithmetic. Smith or Milne.
Algebra. Wentworth, Milne, or Wells.
Geometry. Plane. Wentworth or Milne.

LATIN GRAMMAR:

Allan and Greenough.

The examination in these subjects will be taken up in order, as many as possible being taken each day.

Candidates for examination should file proper credentials at least three days before the time for the examination to begin.

There are two classes of life certificates—first and second grade. Teachers who hold first class, second grade certificates, and who meet all the requirements of the law may apply for a second grade life certificate.

Maryland State Teachers' Reading Circle.

George Herbert Palmer, in the April Atlantic Monthly, writing of "The Ideal Teacher," says that one of the four characteristics which every ideal teacher must possess is "an already accumulated wealth. These hungry pupils are drawing all their nourishment from us and have we got it to give? They will be poor if we are poor; rich if we are wealthy. We are their source of supply. Every time we cut ourselves off from nutrition we enfeeble them. And how frequently devoted teachers make this mistake! Dedicating themselves so to the immediate needs of those about them that they themselves grow thinner each year . . . That is exactly the opposite of what it should be. The teacher should be the big, bounteous thing of the community. But the ideal teacher will accumulate wealth not merely for his pupils' sake, but for his own. To be a great teacher one must be a great personality, and without ardent and individual tastes the roots of our being are not fed. For developing personal power it is well, therefore, for each teacher to cultivate interests unconnected with his official work. Let the mathematician turn to the English poets, the teacher of classics to the study of birds and flowers, and each will gain a lightness, a freedom from exhaustion, a mental hospitality, which can only be acquired in some disinterested pursuit."

The above quotation most aptly states the real purpose and aim of our Reading Circle. It is the aim that controls the Board of Managers in its selection of books for the reading course. Books, the reading and study of which will result in professional growth, in mental stimulation, in a "lightness, a freedom from exhaustion and in a mental hospitality," and make the teacher a richer and more bounteous giver, are searched for and adopted.

The teacher who reads and studies the books of our courses, who comes to them really desiring and seeking the thoughts and ideas the author would give her, and who is willing to give and does give real attention to the work of making those thoughts hers, will feel the touch of a living, virile force, and will react to the message of inspiration given.

Never have we planned a more helpful course than the one offered for the year 1907-1908. Every teacher in Maryland is earnestly invited to make use of and enjoy the books of this course.

MEMBERSHIP.

All teachers of Maryland and all persons above the age of eighteen years are eligible to membership. An annual membership fee of twenty-five cents is required in order to meet the necessary expenses of the or-

ganization. Its payment entitles the member to a membership card, to all syllabi and information relating to the courses, that may from time to time be sent out by the Secretary, and to a certificate after satisfactory evidence of work done has been presented to the Board of Managers. Membership cards may be obtained from the County Secretary or from Mr. Austin.

COURSES OF STUDY.

There are four courses of study outlined for the year 1907-1908—one major course, Pedagogy, and three minor courses, Literature, History and Science. Every member who wishes to receive the certificate of the Board of Managers for 1907-1908 must take the major course, Pedagogy, and, in addition, one of the minor courses—Literature, History or Science—prescribed for 1907-1908.

PRESCRIBED WORK FOR 1907-1908.

PEDAGOGY—“Dynamic Factors in Education.” M. V. O’Shea. The Macmillan Co. (\$1.25 net).

ENGLISH—“The Study and Teaching of English.” Chubb. The Macmillan Co. (\$1.00 net). “How to Tell Stories to Children.” Bryant. Houghton, Mifflin & Co. (\$1.00). “The Teaching of English” has been continued for a second year’s study. In addition, Bryant’s “How to Tell Stories” is required.

SCIENCE—“Nature Study and Life.” Hodge. Ginn & Co. (\$1.50). A book that ought to be read by every teacher in Maryland.

HISTORY—“The Men Who Made the Nation.” Sparks. The Macmillan Co. (\$1.00 net). Also a Reading Circle edition. (50c.)

CERTIFICATES AND TESTIMONIALS.

CERTIFICATES, countersigned by the Chairman and Secretary of the Board of Managers, are granted to those members, who, having completed one year’s work, present satisfactory evidence of having thoroughly and thoughtfully read the books assigned. This evidence is presented in the form of themes, written in accordance with requirements issued by the Board, and which may be had upon application to the Secretary.

TESTIMONIALS, countersigned by the Secretary of the State Board of Education and the Secretary of the Board of Managers, are awarded by the State Board of Education to all members who have satisfactorily completed three years of Reading Circle work, and who are recommended for this honor by the Board of Managers.

ASSISTANCE.

The Board of Managers desires to be as helpful as possible to the teachers of the State. Members of the Reading Circle desiring information or advice at any time on any of the subjects of study are invited to direct their communications to any member of the sub-committee of the Board of Managers named below and appointed to have special charge

over that subject of study, or to the Secretary, enclosing return postage for the reply.

ORGANIZATION OF THE BOARD OF MANAGERS.

CHAIRMAN—Hon. M. Bates Stephens, State Superintendent of Public Education, Annapolis, Md.

SECRETARY—Mr. Herbert E. Austin, State Normal School, Baltimore, Md.

SUB-COMMITTEES—Pedagogy: Miss Sarah E. Richmond, State Normal School, Baltimore, Md.; Dr. Robert H. Gault, Washington College, Chestertown, Md. English: Miss Mary E. Ford, State Normal School, Frostburg, Md. Science: Mr. Herbert E. Austin, State Normal School, Baltimore, Md. History: Mr. J. Mont. Gambrill, editor "Atlantic Educational Journal," Baltimore, Md.

PURCHASE OF BOOKS.

The required books may be obtained at the office of the County Superintendent, at the book stores in Baltimore or from the publishers.

Wherever possible, members are advised to purchase their books through the Superintendent of their County, as books so purchased can frequently be obtained at lower prices than those quoted above.

THE PRESCRIBED WORK SINCE REORGANIZATION IN 1901.

1901-1902.

Hinsdale's "Art of Study."
 Barrett Wendell's "English Composition."
 Shakespeare's "Julius Caesar" and "As You Like it."
 Scott's "Nature Study and the Child."

1902-1903.

White's "The Art of Teaching."
 Matthews' "Introduction to American Literature."
 Lowell's "Vision of Sir Launfal" and "Commemorative Ode."
 Hodge's "Nature Study and Life."

1903-1904.

Shaw's "School Hygiene."
 Bliss Perry's "A Study of Prose Fiction."
 Scott's "Ivanhoe."
 Andrews' "Botany All the Year Round."

1904-1905.

MacMurry's "The Method of the Recitation."
 Bliss Perry's "The Study of Prose Fiction."
 George Eliot's "Silas Marner."
 Andrews' "Botany All the Year Round."

1905-1906.

James' "Talks to Teachers."
 Thackeray's "Henry Esmond" and "Vanity Fair."
 Fiske's "Critical Period in American History."
 Ball's "Starland."

1906-1907.

Seeley's "History of Education."
Chubb's "The Study and Teaching of English."
Hart's "Source Book of American History."
Hielprin's "The Earth and Its Story."

Any further information regarding the Reading Circle may be obtained from HERBERT E. AUSTIN, Secretary Board of Managers, State Normal School, Baltimore, Md.

County Teachers' Institutes

1907-08.

County.	Date.	Visiting Superintendents.
Allegany	Sept. 2-6	Byron J. Grimes, Alexander Chaplain.
Anne Arundel	1. Sept. 2-6	A. Chaplain, S. Young, J. T. Hershner.
Baltimore	2. Sept. 2-13	A. C. Willison, E. A. Browning, W. C. Phillips.
Calvert	1. Sept. 2-6	M. R. Stone, Frederick Sasscer.
Caroline	Aug. 19-30	A. C. Willison, A. S. Cook, W. H. Dashiell.
Carroll	3. Sept. 2-6	J. P. Fockler, Byron J. Grimes.
Cecil	Oct. 21-25	A. S. Cook, S. Simpson, Milton Melvin.
Charles	1. Sept. 2-6	Edward M. Noble, George Biddle.
Dorchester	Dec. 16-20	Oscar B. Coblenz, Charles T. Wright, J. P. Fockler.
Frederick	Sept. 2-6	George W. Joy, Earle B. Wood.
Garrett	Sept. 9-13	S. Simpson, E. W. McMaster, Earle B. Wood.
Harford	Sept. 2-6	W. P. Beckwith, Frederick Sasscer.
Howard	2. Sept. 2-6	H. C. Bounds, Milton Melvin.
Kent	Sept. 2-6	George Biddle, Edward M. Noble.
Montgomery	Sept. 2-6	George W. Joy, Edward A. Browning.
Queen Anne	Sept. 16-20	Charles T. Wright, H. C. Bounds, J. T. Hershner.
Prince George	1. Sept. 2-6	Edward M. Noble, J. B. Bunting.
St. Mary's	1. Sept. 2-6	J. Briscoe Bunting, M. R. Stone.
Somerset	4. Aug. 26-Sept. 6	Harry R. Wallis, H. C. Bounds, E. W. McMaster.
Talbot	Sept. 9-13	H. R. Wallis, W. P. Beckwith, E. W. McMaster.
Washington	3. Sept. 2-6	S. Simpson, S. N. Young, A. S. Cook.
Wicomico	4. Aug. 26-Sept. 6	George Biddle, W. C. Phillips.
Worcester	4. Aug. 26-Sept. 6	W. P. Beckwith, W. H. Dashiell.

1 Joint Institute at Annapolis.

2 Joint Institute Maryland State Normal School.

3 Joint Institute at Hagerstown.

4 Joint Institute at Ocean City.

Assignment of Normal School In- structors to Institutes.

SCHOOL YEAR 1907-08.

County.	Place.	Instructors.
Allegany	Cumberland	George W. Ward, Nina E. Nation
Anne Arundel		Belle Upshur
Charles		Sarah E. Richmond
Calvert	Annapolis	R. H. Ridgely
Prince George		Belle Cochrane
St. Mary's		
Baltimore	Maryland State Normal School	Florence A. Snyder
Howard		
Frederick	Frederick	Camilla J. Henkle
Harford	Bel Air	Minnie L. Davis (2 days)
Kent	Chestertown	Hannah A. Coale, Mary E. Ford
Caroline	Denton	Belle Cochrane, R. H. Gault
Queen Anne	Centreville	G. W. Ward, H. E. Austin
Garrett	Oakland	Thomas L. Gibson
Carroll		Thomas L. Gibson
Washington	Hagerstown	George W. Ward, W. J. Holloway
Dorchester	Cambridge	S. E. Richmond, Camilla J. Henkle
Cecil	Elkton	Thomas L. Gibson, Minnie L. Davis
Montgomery	Rockville	Minnie L. Davis (3 days), H. E. Austin, M. H. Hoppen
Somerset		
Wicomico	Ocean City	E. D. Murdaugh
Worcester		
Talbot	Easton	E. D. Murdaugh, M. H. Scarborough

Institute Instructors.

Recommended by the State Superintendent.

Miss Sarah C. Brooks, Teachers' Training School, Baltimore. Primary Methods and Construction Work.

Miss Isabel Davidson, Towson, Md. Supervisor Primary Manual Training.

Miss M. Louise Edwards, Windy Mill, Baltimore County, Md. Interpretative Reading and Elocution.

Miss Lelia E. Patridge, Laurel Springs, N. J. Methods and School Management.

Dr. Charles H. Albert, Bloomsburg, Pa. General Pedagogy.

Dr. Samuel A. Baer, Harrisburg, Pa. School Management.

Dr. Martin G. Brumbaugh, Philadelphia, Pa. Superintendent of Public Instruction.

Dr. E. Oram Lyte, Millersville, Pa. Grammar and Composition.

Dr. Charles B. Gilbert, Englewood, N. J. General Pedagogy and English.

Dr. Phillips, West Chester, Pa. Principal West Chester Normal.

Dr. F. H. Greene, West Chester, Pa. Literature (West Chester Normal).

Dr. D. D. Fess, Chicago University, Chicago. History and Civics.

Dr. R. G. Boone, Yonkers, N. Y. General Pedagogy.

James E. Carroll, Dover, Del. School Management.

Miss Lida E. Tall, Teachers' Training School, Baltimore. Arithmetic.

Miss Amanda D. Saulsbury, Ridgely, Md. Primary Methods.

Dr. N. C. Schaeffer, Harrisburg, Pa. School Management.

Dr. David Eugene Smith, Columbia University, N. Y. Arithmetic.

Miss Mari Ruef Hofer, 1833 W. 96th St., Chicago, Ill. Games and Music.

Dr. Frank M. McMurry, Teachers' College, Columbia University, N. Y.

Dr. Charles A. McMurry.

High Schools on Accredited List.

SCHOOL YEAR 1906-07.

APPROVED BY THE STATE BOARD OF EDUCATION AUG., 1907.

EXTRACT FROM SCHOOL LAW, 1904, CHAP. 584.

Section 94. The State Superintendent shall furnish the State Board of Education annually a list of approved High Schools of the State, and the said State Board shall designate the State Superintendent, a principal of one of the State Normal Schools, or a member of a State Normal School faculty, to visit annually and examine such schools and report in writing to the State Board of Education. Such High Schools shall also be visited at least once in each school term by the County Superintendent, who shall report quarterly to the Board of County School Commissioners the results of his observations.

NO.	NAME OF COUNTY.	NAME OF SCHOOL.	NAME OF PRINCIPAL.	TEACHERS	SALARY OF PRINCIPAL	SALARY OF ASSISTANTS.
1	Allegany	Allegany Co. (Cumberland)	Howard C. Hill	5	\$1000	\$550 to \$800
2	"	Beall (Frostburg)	Olin R. Rice	3	900	500 " 600
3	"	Central (Lonaconing)	Arthur F. Smith	2	1000	500
4	Anne Arundel	Annapolis	A. J. English	4	1000	500
5	Baltimore	Catonsville	E. G. Comegys	3	1250	600 " 750
6	"	Franklin (Reistertown)	Z. C. Ebaugh*	4	1250	600 " 750
7	"	Towson	Arthur C. Crommer	3	1250	600 " 750
8	Caroline	Caroline Co. (Denton)	H. H. Murphy	4	800	325 " 500
9	Carroll	Westminster	George F. Morelock	3	850	400 " 500
10	Cecil	Cecil Co. (Elkton)	Frank B. Evans	5	1000	400
11	"	North East	E. B. Fockler	2	800	400
12	"	Chesapeake City	H. W. Caldwell	2	840	400
13	Dorchester	Cambridge	D'Arcy Barnett	3	1000	400 " 500
14	Frederick	Girls High School	Margaret M. Robinson	3	1000	395 " 500
15	"	Boys High School	Anson Burgee	3	1000	360 " 600
16	Harford	Bel Air	W. P. Stedman	3	1200	450 " 900
17	"	Havre de Grace	Jno. I. Coulbourn	4	1200	450 " 900
18	Montgomery	Montgomery Co. (Rockville)	Cooke D. Luckett	2	1000	800
19	Prince George	Laurel	Roger I. Manning	4	1000	385 " 700
20	Queen Anne	Centreville	Nicholas Orem	4	1000	400 " 550
21	Talbot	Easton	S. S. Handy	6	1050	416 " 750
22	"	Oxford	Nellie R. Stevens	3	750	350 " 450
23	"	St. Michaels	H. E. Adams	3	850	400 " 550
24	"	Trappe	James B. Noble	2	750	428
25	Washington	Boys H. S. (Hagerstown)	C. Edwin Carl	3	1100	400 " 900
26	"	Girls H. S. "	John B. Houser	3	1000	350 " 500
27	Wicomico	Salisbury	J. W. Huffington	5	900	630 " 650
28	Worcester	Berlin	Nettie Carey	2	800	400 " 500
29	"	Pocomoke City	E. Clark Fontaine	4	810	400 " 500
30	"	Snow Hill	Virgil F. Ward	4	810	400 " 500

*Deceased.

NOTE: No High School has been placed on the accredited list for which there were not two teachers or the equivalent of two teachers for the work of the High School Grades.

Institute Subjects, 1908-09.

ENGLISH.

The following outlines are based on Chubb's "The Teaching of English," which was the text on English used by the members of the Maryland State Teachers' Reading Circle, school year 1906-07. At a meeting of the Board of Managers of the Reading Circle held in April, 1907, the same text was continued for the next school year, 1907-08. These outlines may be used for Round Table discussions in the County Institute or in the meetings of the County Associations.

CHAPTER VI.

READING IN THE PRIMARY GRADES.

1. What to Read.

1. What should determine the literature to be studied in the primary grades?
2. What is the mission of good literature?
3. What is meant by "wise correlation?"
4. What are the limitations of a child's interest?
5. In what order should literature be presented to satisfy these interests?
6. Should selections be chosen for their historical or for their literary value?
7. What sort of stories appeal to children?
8. Name some selections, and author of each, suitable for primary grades.

CHAPTER VII.

2. How to Read.

1. What is the method of successfully treating any literary selection?
2. How should a poem be introduced to a class?
3. What should the first impression be?
4. How may the dangers of a teacher's interpretation be avoided?
5. Give an illustrative treatment of Wordsworth's "Lucy Gray."
6. What are the fundamental properties of every good literary selection?
7. How should unfamiliar words be treated?
8. How can the child be made more familiar with the language of the selection?

COMPOSITION IN THE GRAMMAR GRADES.

Based on Chapter XI.

1. Why is work in composition so frequently distasteful? Out of what should it grow?
2. Tell about the motor side of the child's nature.
3. Best way to correct errors in composition?
4. Speak briefly of the kinds of composition.
5. How may historical topics aid in composition work?
6. The value of letter writing?
7. The literary society as an adjunct to teaching composition.
8. Difficulties met with by the teacher in this work, and how to overcome them.

GRAMMAR AND LANGUAGE WORK IN THE GRAMMAR GRADES.

Based on Chapter XII.

1. What place shall the study of formal English Grammar have in our curriculum?
2. Discuss old views and practices in teaching English grammar and point out advantages and defects.
3. Why the teaching of English grammar must necessarily be a vital factor in the teaching of English as a whole.
4. Discuss best guides to right practice.
5. The right use and abuse of "language lessons" text books.
6. What is the main problem of the language lesson?
7. Discuss the inductive method.

COMPOSITION WORK IN THE HIGH SCHOOL.

1. Discuss "the essentials of success" in composition work. What incentives to effort may be used?
2. What conditions are necessary to accomplish the most effective work?
3. What should be the nature of the criticism in class? The private criticism?
4. Written work in all school subjects should be an exercise in English composition. Show how this may be effected.
5. To what extent should a text book in Composition and Rhetoric be used?
6. Compare the old and the new methods of teaching composition. What are the advantages of each? The disadvantages?
7. Summarize Chubb's plans for teaching. (a) Narration and Description; (b) Exposition and Argument.
8. Class methods; the teacher's correction of work handed in to him; the form of written work. Explain how each may be made especially helpful to the pupil.

9. The importance of teaching self-reliance and individuality in writing.

LITERATURE IN THE HIGH SCHOOL.

1. In the beginning of the High School work all methods in Literature should emphasize the ethical and aesthetic as well as the structural side of the study. Why?
2. Explain why there should be much reading aloud of both poetry and prose at this time.
3. State a plan for High School work in Literature during the first year. Discuss the treatment of the short story; the long narrative poem.
4. Comment upon the value of the note book, and the diagram in its various forms.
5. The first stages in Shakespeare studies.
6. In the second year work the emphasis should pass from problems of structure to those of color and detail. Show how Milton is especially useful in this phase of the work.
7. Discuss plot and character study as found in fiction.
8. Discuss briefly the Essay and its treatment; the Oration as exemplified in "Burke on Conciliation."
9. How does the final work in Shakespeare differ from the first year work?
10. Is it possible to have a set plan for the Literature work? Why?

PEDAGOGY.

This outline is based on "Dynamic Factors in Education," a recent publication of the Macmillan Company. The book was written by M V. O'Shea, Professor of the Science and Art of Education, University of Wisconsin. The author takes the position we are entering upon a new era for educational theory, and makes a strong plea that, along with intellectual training, character building, mental power and ethical development, we should regard the *active side* of child nature, and so arrange school work that motor activity will be encouraged rather than repressed. The prevailing sentiment of the text is decidedly against what was once a popular notion, that the child should be seen and not heard. Men and women express themselves poorly because in their childhood, both in the home and school, they were not encouraged to talk—to express ideas under proper guidance. As we learn to do by doing, so we learn to express ourselves fluently and correctly by being privileged to talk upon subjects of interest to us when we are in the formative period, when accurate speaking habits may be acquired. Closely allied and interwoven with sound mental development in robust health. There is no excuse to offer if our process in sharpening the pupil's wits wears away the body to a mere film. No sufficient explanation can be made by those into whose hands the sacred interests of education have been committed if the mind can be fashioned to soar into realms of thought and fancy, but the

body is held down to a sick couch. This book is in entire sympathy with the view "that the motor and physical factors in teaching should receive more attention than they now do," and the claim is made that, in the early years at any rate, motor expression is essential to all learning. Suggestions are frequent throughout the treatise how the requirements of dynamic education can be provided for in all departments of school work.

The style of the book is clear and concise. Technicalities and theoretical discussion are avoided; and while the average teacher will find the topics discussed comparatively new, they are presented so concretely as to challenge our interest from the very start. The second half of the book is confined largely to a consideration of the relation between fatigue and activity, and is replete with hints as to ways and means for pushing forward the work of school-room instruction without overtaxing the pupil.

This book has been adopted by the Maryland State Teachers' Reading Circle as the text of the major course (Pedagogy) of the Reading Circle for the year 1907-08. The outlines for discussions which follow are intended for the association meetings and the county institutes for the scholastic year 1908-09.

DYNAMIC EDUCATION.

1. What changes in teaching have taken place within your own memory?
2. Is discipline more or less rigid than when you were a pupil? Do you regard the change an improvement?
3. Do pupils thoroughly comprehend objects which they have never handled or experimented with? Give your reasons.
4. Is it true that country people suffer less from nervous overstrain than those reared in the city? Why?
5. Why does a child use his lips in reading? Would you prevent him from doing this in the beginning?
6. What do you consider to be the chief defect in the methods of the school in which you were trained?
7. Are there any bad results where pupils learn words and fail to comprehend what they denote?
8. What is a proper dividing line between the kindergarten and the primary school?
9. What are the arguments for and against permitting children to communicate with one another during school sessions?

MANUAL ACTIVITIES IN EDUCATION.

1. What manual training did you have in your education? What did you gain from it?
2. Do the children you see about you to-day have opportunities for as wide range of manual activities as you enjoyed yourself? Discuss the effect.

3. Is there greater need for manual training in the schools of to-day than in the schools of fifty years ago? Why?
4. Have you known children who were stupid in arithmetic and grammar, but who were bright and efficient in all work requiring the use of the hands? Be specific in describing these children.
5. Will manual training in the schools take time from more useful studies? Discuss fully.
6. Compare pupils who do and those who do not take manual training, and see whether former are deficient in any of the studies the latter excel in.
7. Do pupils who take manual training require greater or less discipline than other pupils? Why?

THE METHOD OF ACQUIRING IMITATIVE ACTIVITIES.

1. Why does an Irishman or other foreigner who comes to this country after he is mature always retain a brogue? Do you think such a person actually *hears* our words exactly as we do? Why?
2. Why does a German who has learned to write English script after he has become mature always show traces of the German script in his English forms?
3. Why is it so unusual for a novice to follow exactly his gymnastic teacher in the execution of simple exercises?
4. Are children more or less imitative than adults? Why? Are children of five more or less imitative than children of ten or fifteen?
5. What are the most commonly imitated activities at different ages from five onward?
6. Why does not a normal child of ten, say, continue to imitate the same activities all his life? Why does an idiot do so?
7. Does imitation assist the individual in adapting himself to the world? Is it ever a handicap to him?
8. Will the child who imitates most readily have an advantage in adaptation? Discuss.

THE TEACHING OF SCHOOL-ROOM ARTS.

1. During your school course did you change from slant to vertical writing? Do you know of any one who has had this experience? Why could not the change be made instantly?
2. Is the extremely illegible penmanship of a five-year-old due to a lack of muscular power, or to some other cause?
3. Is imperfect drawing due mainly to inadequate and imperfect seeing? Discuss fully.
4. If you are not an artist, could you reproduce a drawing better if you observed it being made than if it were set before you completed? What is the principle involved?
5. Comment upon the following: A pupil in the primary grade is not writing well. The teacher puts a copy on the board, and asks him

to reproduce it. Upon his failure to do so satisfactorily she upbraids him, says he is careless, and she commands him to give better attention. As a punishment she keeps him in after school and requires him to practice his writing by looking at the copy and trying to imitate it.

6. What is the most efficient method of getting pupils to see just what you wish them to in physical exercises and to hear as you wish them to hear in articulation?

7. Is it best to require pupils to observe a copy *as they try to reproduce it*, or to study it first and then reproduce from memory?

ECONOMY IN THE EXPENDITURE OF ENERGY.

1. Describe the "nerve signs" which indicate undue strain in the case of a pupil in the school-room.

2. Show in as great detail as possible how fatigue is manifested in the people about you.

3. Make out a list of the ways in which you think people in general, and pupils in particular, waste their energies.

4. Do people who enjoy their work ordinarily suffer from nervous prostration? Discuss the principle involved as it relates to the school.

5. From the standpoint of fatigue, say whether the following is a sound proposition: "Every man, woman and child should mix in some play with his work every day of his life."

6. Show how the organism may waste its vitality in its efforts to extract energy from the food one eats.

7. Discuss the plan adopted in some cities of beginning school at 8.45 A. M., and going on without intermission until 1.00 P. M.

THE EYE IN RELATION TO NERVOUS WASTE.

1. What difficulties has the wearing of glasses corrected? What influence have glasses had on emotional life?

2. What would you do with a pupil who habitually complained of his eyes "smarting" or "hurting" in the school-room?

3. What would you do with a pupil who said he could not read without suffering pain in the top and back of his head?

4. What about parents who object to their children wearing glasses?

5. Describe practical methods of detecting visual defects in school children.

6. Does the lighting of a school-room have any bearing on the problem of conserving nervous energy? Show how.

7. Discuss best plan for lighting the school-room properly. *Speak of unilateral and bilateral lighting systems.*

NOTE—Teachers are requested to read carefully Sara Cone Bryant's book on story-telling, which is one of the texts on English for reading circle course.

Rural School Programs.

In all discussions of problems relating to the course of study for rural schools, there is a growing disposition to give the teacher great latitude. It is a mistake to adopt a "cast iron" curriculum which will not bend to circumstances. The number of grades in these schools run from four to eight, and the best our State and County school officials can do is to offer some suggestive daily programs and then allow the teacher the final arrangement. There should be practical uniformity in grade work of all the rural schools, but in the matter of combination and alternation of subjects and classes the judgment of the teacher should not be subordinated to a prescribed daily schedule of studies. In connection with this brief discussion there are offered two program courses of study for rural schools which should be carefully studied by every county school official and every teacher of a one-room school.

Programme Course of Study for One-Room Rural Schools.

RECOMMENDED BY THE STATE BOARD OF EDUCATION OF MARYLAND.

NOTE: The heavy black-faced type indicates recitation, and the light, common type indicates study.

CLOSING TIME.	MINUTES	FIRST, SECOND AND THIRD YEAR GRADES.	FOURTH, FIFTH AND SIXTH GRADES. ¹	SEVENTH AND EIGHTH GRADES.	
		FIRST OR PRIMARY GROUP.	SECOND OR INTERMEDIATE GROUP.	THIRD OR ADVANCED GROUP.	
9:10	10	OPENING EXERCISES.			
9:30	20	Seat work provided by the teacher.	Arithmetic.	Mathematics.	
9:55	25	Number, on slate or tablet or with objects.	Arithmetic.	{ Geography 1906-07. Physiology 1907-08.	
10:15	20	Number.	Geography 1906-07. Agricul. & Geog. 1907-08. Hygiene & Mental Arith. 1908-1909.	{ Geography 1906-07. Physiology 1907-08.	
10:30	15	Reading and Spelling.		{ Geography 1906-07. Physiology 1907-08.	
10:40	10	RECESS.			
11:00	20	Reading and Spelling.	Geography 1906-07. Agricul. & Geog. 1907-08. Hygiene & Ment. Arith. 1908-09		
11:20	20	*First Grade Read. and Spell.			
11:35	15	Second Grade Read. and Spell.	Form, cardboard construction, map drawing and sand molding.	{ Etymology 1906-07. Book-Keeping 1907-08.	
11:50	15	Third Grade Read. and Spell.			
12:00	10	Construction work 2nd and 3rd Grade Pupils.	Reading.	Etymology 1906-07. Book-Keeping 1907-08.	
NOON—ONE HOUR.					
1:15	15	"Language Lessons."	Fourth Grade Read.		
1:30	15	Silent Reading.	Fifth and Sixth Grade Read.		
1:50	20	"Language Lessons."	Spelling.		
2:00	10		Fourth Grade Spelling.		
2:10	10	Spelling and Oral Geography	Fifth Grade Spelling.	Reading-Literature. Silent reading and study.	
2:20	10		Sixth Grade Spelling.		
2:40	20	Penmanship (Mon., Tues., Wed.); Drawing (Thurs., Fri.)			
2:50	10	RECESS.			
3:10	20	Spelling-Oral Geog.	{ Md. Hist.-Civics 1906-07. U. S. History 1907-08. Comp. & Gram. 1908-09.	Reading-Literature.	
3:20	10	*Spelling-Oral Geog.		Eng. Gram.—History.	
3:40	20	Busy work.	{ Md. Hist.-Civics 1906-07. U. S. History 1907-08. Comp. & Gram. 1908-09.	Eng. Gram. 1st half year.	
4:00	20	Number.		History. 2nd half year.	

¹First Grade pupils may be excused after this lesson for remainder of session.

Teacher will follow outline of topics for 1906-07 given in the pamphlet distributed in September, 1906.

Taken from the Michigan Teachers' Manual.

THREE-DIVISION PROGRAM OF STUDY AND RECITATION.

From,	To,	No. Min.	Beginners,	I, II, III.	IV, V, VI.	VII, VIII.
OPENING EXERCISES.						
9.00	to	9.10	10	READING..... READING AND SPELLEDGE..... READING AND SPELLEDGE..... Seat work..... Seat work and numbers..... Seat work and numbers.....	Arithmetic..... Arithmetic..... Arithmetic..... ARITHMETIC.....	Mathematics..... Mathematics..... MATHEMATICS..... Geography.....
9.10	to	9.20	10			
9.20	to	9.45	25			
9.45	to	10.10	25			
10.10	to	10.35	25			
10.35	to	10.45	10			
GENERAL RECESS.						
10.45	to	11.00	15	READING (5 MIN.) Seat work..... Excised.....	FIRST READER (10 MIN.) Numbers NUMBERS (10 MIN.),.....	Geography or physiology..... Geography or physiology..... ALTERNATE GEOGRAPHY AND PHYSIOLOGY (15 MIN.).....
11.00	to	11.15	15			
11.15	to	11.40	25			
11.40	to	12.00	20	Drawing or copying.....	Reading	GRAMMAR.....
12.00	to	1.00	60			
NOON INTERMISSION.						
1.00	to	1.05	5			
OPENING.						
1.05	to	1.25	20	Seat work..... READING (5 MIN.)	READING..... Reading and language..... READING AND SPELLEDGE..... Writing..... Recess	READING..... Grammar..... Grammar and physiology..... Writing..... ALTERNATE SIXTH GRADE GRAMMAR AND PHYSIOLOGY
1.25	to	1.35	30			
1.35	to	2.15	20			
2.15	to	2.30	15			
2.30	to	2.45	15	Beginners excised		
2.45	to	3.00	15			
3.00	to	3.15	15			
3.15	to	3.30	15			
3.30	to	3.50	20			
3.50	to	4.00	10			
GENERAL RECESS.						
4.00	to	4.45	15			
4.45	to	5.00	15			
5.00	to	5.30	15			
5.30	to	5.50	20			
5.50	to	6.00	10			
ALTERNATE HISTORY AND PHYSIOLOGY.						
Civil government or physiology.						
ALT. CIVIL GOVT. AND PHYSIOLOGY.						
SPELLING.						
TEXT-BOOK SPELLING,						

Note.—The recitation subjects are printed in small capitals. This should be adjusted to suit the needs of each school.

Table Showing Salaries Paid to Teachers in the Several Counties.

COUNTIES,	SALARIES PAID PRINCIPALS.				SALARIES PAID ASSISTANTS.				SCHOOL'S PER CLASS	UPON WHAT SALARY IS BASED.		
	1st Grade Certif.		2nd Grade Certif.		1st Grade Certif.		2nd Grade Certif.					
	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.				
Allegany	\$1025.00	\$315.00	\$340.00	\$300.00	\$360.00	\$315.00	\$340.00	\$300.00	9	Grade and class of cert. No. of ass'ts.		
Anne Arundel	360.00	315.00	360.00	315.00	315.00	315.00	315.00	315.00	9	Attendance.		
Baltimore	1040.00	300.00	400.00	360.00	480.00	320.00	380.00	300.00	10	Grade of cert. Exper. Av. attendance.		
Calvert	400.00	400.00	400.00	360.00	340.00	340.00	320.00	280.00	9	Grade of cert., and attendance.		
Caroline	720.00	270.00	315.00	270.00	450.00	270.00	315.00	270.00	9	Grade and class of cert. No. of ass'ts.		
Carroll	333.00	324.00	306.00	300.00	306.00	306.00	306.00	300.00	9	Grade and class of cert., and attendance.		
Cecil	630.00	252.00	468.00	225.00	300.00	288.00	288.00	288.00	9	Grade and class of cert., and attendance.		
Charles	380.00	320.00	340.00	300.00	300.00	300.00	300.00	300.00	9	Grade and class of cert., and attendance.		
Dorchester	306.00	300.00	306.00	210.00	306.00	300.00	306.00	300.00	9	Grade and class of cert., and attendance.		
Frederick	504.00	342.00	342.00	300.00	396.00	342.00	342.00	300.00	9	Average attendance.		
Garrett	630.00	315.00	360.00	252.00	315.00	315.00	306.00	252.00	9	Class of cert. No. of ass'ts. Experience.		
Harford	500.00	320.00	320.00	260.00	320.00	320.00	320.00	300.00	10	Grade of cert., and experience.		
Howard	460.00	440.00	420.00	400.00	460.00	400.00	400.00	400.00	10	Average attendance.		
Kent	440.00	360.00	440.00	360.00	360.00	360.00	340.00	360.00	10	Grade and class of cert., and experience.		
Montgomery	900.00	300.00	429.00	300.00	468.00	381.00	429.00	321.00	9	Grade and class of cert.		
Prince George's	405.00	315.00	315.00	315.00	315.00	315.00	315.00	315.00	9	Grade of cert.		
Queen Anne's	500.00	300.00	400.00	300.00	300.00	300.00	300.00	300.00	10	Attendance.		
St. Mary's	360.00	324.00	335.50	324.00	324.00	324.00	324.00	324.00	9	Grade of cert. Experience.		
Somerset	Talbot	520.00	425.00	400.00	340.00	380.00	360.00	320.00	10	(No report.)		
Washington	756.00	450.00	310.00	300.00	360.00	324.00	300.00	300.00	9	Grade of cert., and experience.		
Wicomico	525.00	320.00	350.00	300.00	350.00	350.00	310.00	310.00	9	Grade of cert., time of serv., av. attend.		
Worcester	540.00	252.00	300.00	300.00	252.00	300.00	252.00	216.00	9	Attendance.		

NOTE.—See list of Accredited High Schools for salaries paid High School teachers.

Revised Course of Study

COVERING ELEVEN YEARS.

In obedience to many requests from school officials and teachers, asking that more time be given to the completion of the Course of Study, the State Board of Education at its meeting held at Jamestown, Va., on June 27, 1907, decided to extend the course to cover eleven years, and divided into as many grades. There are no additional requirements, but the same work heretofore confined to ten grades is now redistributed over eleven grades. This enables pupils to graduate from the High School at seventeen, which is young enough. The work in the first and fifth grades has been reduced, and it is fair to assume there will be fewer failures in the matter of promotion.

At the Jamestown meeting, Acting President Edward Reisler, of the High School Teachers' Association, appointed the following committee to assist in revising the grade work to meet the action of the State Board in adopting an eleven year course: Robert H. Wright, Principal Eastern High School; William P. Stedman, Principal Belair High School, and Edward M. Noble, Superintendent of Caroline County. The present arrangement is somewhat tentative, as there has not been a full meeting of the committee. It will be a year before the committee can outline the work of each grade in detail, but the present arrangement will serve as a guide during the next school year, 1907-08. Teachers are referred to the Maryland Teachers' Manual for suggestions as to both material and method which the course that follows may not contain.

FIRST YEAR GRADE.

Reading: Sight reading from blackboard; use chart; reading from at least two primers. See Teachers' Manual for suggestions regarding methods in this and other grades.

Spelling: Copying words from blackboard and slips; writing words from dictation; spell all words used in primers.

Language: See Language outline for primary grades, which outline is printed as supplementary to this course of study.

Number: Combinations of numbers to twelve. Follow suggestions contained in Number outline given herewith for First and Second Grades.

Penmanship: Follow Teachers' Manual, combining this exercise with spelling and reading.

General Exercises: Daily exercises in vocal music, physical culture, drawing and paper folding. Nature study and conduct lessons should be given under general heading "Language Lessons."

SECOND YEAR GRADE.

Reading: Pupils should read at least two First Readers. Frequent drills in visualizing and sight reading.

Spelling: All words which occur in readers; analysis and synthesis of words; spelling lists of words; oral and written exercises.

Language: See outline on language; science and conduct work may be combined with the language exercises.

Number: Follow outline on Number for second year grade given as supplementary to this course.

Penmanship: Follow suggestions of Teachers' Manual.

General Exercises: Follow suggestions as given for First Grade work.

THIRD YEAR GRADE.

Reading: Pupils must read at least two Second Readers. In addition to the two basal readers, there should be read at least two supplementary reading books which bear on nature, human conduct, biography, etc.

Spelling: Spell from dictation; oral and written reviews; spell all new words of reading books; lessons from spelling book.

Language: See Language outline; combine with these lessons science and conduct topics, also biography and stories.

Arithmetic: Drill in fundamental operations; encourage rapidity and accuracy; follow work as outlined for this grade in the Teachers' Manual.

Penmanship: Follow suggestions of Teachers' Manual.

Geography: Oral lessons; map drawing; sand modelling; other suggestions from Teachers' Manual.

Science: Talks on digestion, circulation, respiration, effects of tobacco and alcohol, good ventilation and bathing.

General Exercises: In Teachers' Manual.

FOURTH YEAR GRADE.

Reading: Read at least two basal readers; much supplementary work in line with the regular courses for the grade; select supplementary reading which bears on geography, literature, history, etc.

Spelling: Use spelling book; insist on distinct pronunciation, and have pupils use new words in sentences.

Language: Base work on a good text-book, which should be placed in the pupil's hands.

Arithmetic: Multiplication table; simple problems in fractions and denominative numbers as given in primary arithmetic; mental arithmetic.

Penmanship: Follow suggestions of Teachers' Manual.

History: Stories from Maryland history; biographical sketches.

Geography: Lessons from an Elementary text-book.

Oral Physiology: Lessons on stimulants and narcotics; composition and structure of bones; simple lessons on muscles; foods and drinks.

General Exercises: See Teachers' Manual.

FIFTH YEAR GRADE.

Reading: Pupils should read at least two basal readers; supplementary reading in touch with grade subjects; Hawthorne's "Wonder Book," "The Bell of Atri," by Longfellow, and "Birds of Killingworth," by Longfellow; these to be read to the pupils by the teacher.

Spelling: Continue lessons from spelling book.

Language: Much drill in reproduction and composition; language text-book completed; study various terms of technical grammar.

Arithmetic: Follow Teachers' Manual for fifth grade requirements.

Geography: Complete Elementary text-book; elements of agriculture.

Penmanship: Follow suggestions of the Teachers' Manual.

History: Primary text-book, emphasizing the men who made the nation.

General Exercises: Follow suggestions of Teachers' Manual as far as conditions will permit. Introduce as much manual training for boys, and domestic science and teaching of household arts to the girls, as time and facilities will allow.

SIXTH YEAR GRADE.

Reading: Lessons from a Fifth Reader; several supplementary books in keeping with subjects of the grade.

Literature: Rip Van Winkle; Longfellow's "Building of the Ship," and "Robert of Sicily;" Hawthorne's "Snow Image," and "Great Stone Face." These can be read by the teacher if preferred.

Spelling: Spelling book completed; lessons from a good text on etymology; insist on proper analysis of words.

English Grammar: Lessons from an elementary text-book; composition work continued.

Arithmetic: Review fractions and denominate numbers; drill in simple interest, discount, profit and loss, stocks and bonds, partial payments, taxes; mental arithmetic.

Geography: One-half of advanced text-book, including elements of agriculture.

Penmanship: Follow suggestions of Teachers' Manual.

History: Lessons from advanced text on U. S. History.

Physiology and Hygiene: Work to be based on an elementary text which treats especially of alcohol and narcotics.

General Exercises: See Teachers' Manual.

SEVENTH YEAR GRADE.

Reading—Literature: Longfellow's "Evangeline"; Irving's "Sketch Book" selections; Bryant's translation "Ulysses Among the Phalacians"; practice reading from Fifth Readers and supplementary books of equal grade.

Spelling: Continue lessons in Etymology, emphasizing word analysis.

English Grammar: Easy lessons from an advanced text-book.

Arithmetic: Previous year's work reviewed; all practical topics of arithmetic completed; elements of algebra taught in connection with arithmetic lessons; mental arithmetic.

Geography: Advanced text-book completed; elements of agriculture.

Penmanship: Follow suggestions of Teachers' Manual.

History: Maryland History and civil government.

General Exercises: Follow Teachers' Manual as far as practicable.

EIGHTH YEAR GRADE—First Year High School.

History: Ancient history to 800 A. D.

English: Grammar and composition and the following literary wholes for study and reading: Longfellow's "Courtship of Miles Standish"; selections from Hawthorne, "Rill from the Town Pump," "The Toll Gatherer's Day," "The Gray Champion," "The Ambitious Guest," "The Great Carbuncle"; Poe's "Goldbug"; Scott's "Marmion."

Mathematics: Arithmetic completed and reviewed; algebra to simple equations containing two unknown quantities.

Latin: Latin lessons.

Science: Physiology and Botany.

Manual Training for Boys.

Domestic Science for Girls.

Art: See Teachers' Manual.

NINTH YEAR GRADE—Second Year High School.

History: Mediaeval and Modern European History.

English: Grammar and Composition and the following literary wholes for study and reading: Goldsmith's "Deserted Village" and "Traveller"; Scott's "Lady of the Lake" and "Ivanhoe"; Lowell's "Sir Launfal"; Grey's "Elegy," and Shakespeare's "Julius Caesar."

Mathematics: Arithmetic; algebra, through Quadratics; Plane Geometry, Books I and II.

Latin: Caesar—three books.

Science: Physical Geography and Zoology.

Art: See Teachers' Manual.

TENTH YEAR GRADE—Third Year High School.

History: English History.

English: Rhetoric and Composition; brief course in history of American Literature, and the following literary wholes for study and practice: Shakespeare's "Merchant of Venice"; Sir Roger de Coverly's Papers; Macaulay's "Addison"; Coleridge's "Ancient Mariner"; Milton's "L'Allegro and Il'Penseroso." For Reading: "House of Seven Gables" and "David Copperfield."

Mathematics: Algebra completed; Geometry (Plane), Books III, IV and V.

Latin: Cicero, four orations, or French or German.

Science: Physics.

Art: See Teachers' Manual.

ELEVENTH YEAR GRADE—Fourth Year High School.

History: American History and civil government.

English: Rhetoric and composition; brief course in the history of English literature, and the following literary wholes:

For Study and Practice: Burke's "Speech on Conciliation"; Macaulay's "Life of Johnson"; Shakespeare's "Macbeth"; (optional—"As You Like It"); Milton's "Comus" and "Lycidas."

For Reading: George Eliot's "Silas Marner"; Tennyson's "Idylls of the King."

Mathematics: Solid Geometry; Plane Trigonometry or Arithmetic.

Latin: Virgil's Aeneid—four books, and Latin Prose Composition, or, in place of Latin, either French or German may be taken.

Science: Astronomy or Chemistry.

Art: See Teachers' Manual.

COLLEGE ENTRANCE REQUIREMENTS FOR 1908.

For Study and Practice: Burke's "Speech on Conciliation"; Macaulay's "Life of Johnson," Macaulay's "Life of Addison"; Shakespeare's "Julius Caesar"; Milton's "Shorter Poems."

For Reading and Practice: Coleridge's "Rime of the Ancient Mariner"; George Eliot's "Silas Marner"; Irving's "Life of Goldsmith"; Scott's "Ivanhoe," Scott's "Lady of the Lake"; Shakespeare's "Macbeth," Shakespeare's "Merchant of Venice"; Sir Roger de Coverly's Papers; Tennyson's "Gareth and Lynette," "Lancelot and Elaine" and "The Passing of Arthur"; Lowell's "Vision of Sir Launfal."

Outline Language.

Prepared by Miss Nan L. Mildren.

FIRST, SECOND AND THIRD GRADES.

FIRST AND SECOND GRADES.

I. ORAL:

1. Conversations about familiar things—at home; at school.
2. Telling experiences and observations.
3. Retelling stories.
4. Memorizing and repeating literature.
5. Dramatizing stories; poems and pictures.
6. Reciting in all subjects.

“Telling experiences”—of games played; of walks taken; of hand work, etc.

“Observations”—of nature, pictures, etc.

Recitations of children in complete sentences.

In all narrations we must remember that there must be sequence of thought expressed in successive sentences. At first it is best to have the reproductions a class exercise—several children contribute one or more sentences in proper sequence.

Attention to systematic thinking and saying.

Care taken to words chosen; suggesting new words.

Well formed sentences, and incorrect expressions corrected.

Plan exercises for enlargement of vocabulary.

Toward close of year whole short stories told. (First Grade). Second Grade children longer, better formed sentences, fuller descriptions, longer stories, and thought given to the divisions or sections of the story.

II. WRITTEN:

All lessons in written language should be based upon oral language.

Order of written work 1st Grade:

1. Making and reading the class composition (preparatory).
2. Copying a sentence from class composition.
3. Copying the entire composition.
4. Copying elliptical sentences.
5. Writing from dictation sentences previously copied.
6. Writing from memory sentences read in class composition.
7. Embodying a given word in a sentence.
8. Embodying a given idea in a sentence.
9. “Original” composition. Most of written work imitation. He should know how to write his own name.

III. LANGUAGE FORMS 1ST GRADE:

Teach correct use of capital at beginning of sentence; capital I, period, question mark, right, left, middle, above, on, under, before, behind. Use correctly in speech, I, me, is, are, was, were, has, have.

II. WRITTEN WORK 2ND GRADE:

1. Review of the First Grade work.
2. Fill in elliptical sentences.
3. Write sentences taught or from reading lesson now dictated by teacher.
4. Copy sentences from the blackboard or reader with capitals and all punctuation marks.
5. Write simple records of observation.
6. Copy short paragraphs from reading book and short stories from the blackboard, using punctuation.
7. Copy from reader or blackboard short stanzas of poetry.
8. Describe objects orally and then in a short written description.
9. Reproduce all or part of a story in written composition.

Dictation in this grade is given three times a week. These dictations being in use of capital, period, question mark, and simple abbreviations.

ADDED SUGGESTIONS for Oral and Written Work:

1. Unusual words arising in sentences are written upon board, child defines and writes in a new sentence.
2. Such words as these written on board. Wind, kite, forest, etc. Child chooses word or words and tells what picture is brought to mind.

III. LANGUAGE FORMS:

1. Review work of First Grade.
2. Use of please; excuse me; may I.
3. Name of parents, using titles of Mr. and Mrs.; teacher, town, State, days of week, months of seasons.
4. Capitals: Beginning of sentences; words I and O.
5. Punctuation: Period; interrogation; apostrophe for possessive singular.
6. Correct use of I, me, he, him, she, her, we, us, they, them, is, are, was, were, saw, seen, did, done, ran, run, sit, sat, set, lie, lay, sing, sang, write, wrote, break, broke, broken, etc.

THIRD GRADE.**I. ORAL:**

1. Narration of stories: mythical; legendary; historical, which have been told by teacher.
 2. Descriptions of games; nature work; hand work; pictures.
 3. Poems committed to memory and recited.
 4. Celebration of holidays.
- If Second Grade work has not been well done go back and review.

II. WRITTEN WORK.

1. Imitation work and dictation work continue.

2. Short story placed upon board, children's attention called to certain points; story erased; children write.

3. Sometimes a story chosen by class is placed on board by teacher. Sentences suggested by volunteers. Children are critics. A sentence too long or poorly worded is rejected.

4. Exercises involving changing of sentences so that same thought is expressed in different ways, also changing of statements into questions. Vice versa.

5. Much practice in writing simple narratives and descriptions.

Work in this grade should show growth in closing of sentences, paragraphing, facility in expression and logical arrangement of thought.

6. Letter writing is a part of this year's work. Subject matter taken from subjects under study. Study a model letter written on board by teacher. Letters at first short and simple.

III. LANGUAGE FORMS.

1. Review work of other grades.

2. Capital letter to begin each line of poetry.

3. Apostrophe in use of words in the possessive singular.

4. Period in abbreviations and in all the work of the grade.

5. Comma and period in dates.

6. Correct forms or the irregular forms of throw, grow, below, draw, show, go, sing. Correct use of there is, and there are; there was, and there were; this, these, that, those, anything, nothing.

IV. SUGGESTIVE Material for Different Months:

1. September—Family Life.

Theme—Child's interest in things about him. Underlying Principle—Mutual helpfulness essential for happiness. (1) Homes of children. Experiences of home life. (2) Other homes and families, as: Animals, insects, birds, bees, plants.

2. October—Occupations of those in the home life and community.

Study of Indians in the boyhood of Hiawatha. Preparation for winter by: (1) Leaves—Fall changes; the falling leaves. (2) Buds—How formed; how protected. (3) Flowers—Their formation. (4) Seeds—Story of seeds, their many ways of travel. (5) Caterpillars—Color, movements, where found, food. Cocoons: How made, when, where? Transformation into the butterfly. (6) Birds—Migration.

3. November—Harvest: Thanksgiving.

Theme—Winter preparation in family and in nature. Underlying Principle—Thankfulness.

(a) Work of the farm: (1) Grain—Kinds, who planted them, where, how, for what? (Story from seed to leaf). (2) Vegetables—Gathered and distributed for winter. (3) Fruits—Gathered and distributed for winter. (4) Squirrel—Covering, movements, food, habits, home, work.

(b) Preparation for Thanksgiving: (1) The first Thanksgiving—Things for which to be thankful. (2) Thanksgiving celebration. (3) Indian life and Puritan children.

4. December—Christmas: Doing and giving:

Theme—The joy of giving, of loving. (1) Winter—Frost, ice, snow. (2) Animal life: Sheep—Covering, food, habits, home, what it gives. (3) Santa Claus—His work for others; our work for others. Story of the first Christmas. Christmas celebration.

5. January—Co-operation.

Theme—Interest in activities and industries about him. Underlying Principle—Co-operation and gratitude. (1) Vacation experiences. (2) Eskimo life—Appearance of country. Appearance of people. Dress: material; how made. Homes: how built; furniture. Food: how obtained; cooking utensils. Vehicles for travel; how made; how drawn. Occupation: hunting; weapons used. Fishing boats: kind; how made. (3) Winter—Nature's rest. Snow and shadows. Snow crystals. Winter appearance of trees. Length of days and nights.

6. February—Patriotism.

Theme—Formation of ideas of patriotism, heroes, birthdays.

(a) Heroes—(1) Lincoln—The boy, his home life, games, occupation, interests, etc. Industries, ambitions, to what he attained, etc. (2) Washington—Take same as Lincoln. (3) Other brave men.

(b) Longfellow—Children's poet.

(c) St. Valentine's Day—Story of the Good Saint.

(d) Weather Observations and observations of trees.

7. March—Beginning of Spring.

Theme—Forces of nature. Wind. (1) Study of Dutch children and Holland. (2) Wind—North, east, south and west. What each brings. Things dependent upon wind. What wind does, effect upon nature, etc. (3) Water—Things dependent upon water. How used by man. (4) Sun—Melting of ice and snow. (5) Observe trees (sap flowing), bulbs, pussy willows.

8. April—Awakening of Life and Nature.

Theme—Interest in awakening of all things. (1) Easter. (2) Budding of trees. (3) Cocoons—Butterflies, moths. (4) Return of the birds—seeking a place for home, nests, how and where dwell, etc. (5) Chickens and Ducks—Food, habits, family life and care for young, etc. (6) Rain—Observe work of rain. (7) Spring Flowers. (8) Gardening—at home and at school.

9. May—Life and Growth.

Theme—Development. (1) Gardening—at home and at school. (2) Work on farm. (3) Flowers—Where they grow, how they grow. (4) Bees, ants, frogs—where found. Activity. (5) Memorial Day.

Number Outline

Prepared by Miss Nan L. Mildren.

NUMBER—FIRST GRADE.

The first exercises in number are counting and making comparisons.

I. Counting—Limit 100.

Count by 1's to 20; 10's to 100; 2's to 20; 3's to 18; 4's to 20; 5's to 20; 6's to 18. Beginning with 1, 2, 3, 4 as used in the addition table.

II. Comparison of objects to develop the idea of form. Comparing and measuring of objects leading to the discovery of quantitative relations.

III. Measurements—The linear, square and cubic inch; the foot rule; and the pint and quart measure.

Show lines of equal and unequal lengths.

“ “ “ surfaces.

“ “ “ solids.

IV. Reading and writing of Nos. to 100.

V. Combinations and separations of Nos. to 12 concretely.

“ “ “ abstractly.

Embracing four fundamental operations. Most time given addition and subtraction.

VI. Fractional forms $\frac{1}{2}$, $\frac{1}{4}$, 1-3.

(1) $\frac{1}{2}$ of a single object.

(2) $\frac{1}{2}$ as one object $\frac{1}{2}$ as large as another.

(3) $\frac{1}{2}$ of a group of objects.

VII. Problems—Many given requiring number judgments. Original problems dealing with combinations. Real problems, those derived from the daily life and experience of the child.

VIII. Roman numerals to XII.

Counting: When the child enters school he can usually count correctly to five or ten. In counting he gets an idea of the "whole," the "parts" and the "how many."

STEPS TO BE FOLLOWED IN COUNTING.

1. Use the numeral frame. Let the children see one ball and apply the number name, two balls as two balls together, etc. Apply the correct name as the group is measured off by ones.

2. Have children count the number of children in the class, group, or school, the number absent from vacant seats or name children not present.

3. Observe the number of chairs needed for the class or table; the number of pencils needed for use.

4. Show the children a certain number of objects; have them select

as many objects of another kind as shown and tell how many objects they have.

5. Use a number name and have the children select the proper number of objects.

6. Count by twos, hands, feet, eyes, etc.

7. Count forwards and backwards. Use objects.

8. Count abstractly.

9. Teach the number in its relation in the counting series: for example, 7 is next after 6, 7 is just before 8, etc.

10. Count by threes, fours, etc. Count the same quantity with different units or groups, e. g., these twelve pupils; by twos, how many? By threes, by fours, by sixes, etc. Count different quantities with the same unit of measure as: This lot of six (pupils, etc.) by threes; this group of twelve by threes; this group of fifteen by threes. Count the number of inches in a foot. Count the two inches in this foot rule: the three inches, etc. Count the number of three inches in lines 10, 12, 15, 18 inches long.

11. Count by tens (in bundles of 10 ones).

12. The figure which stands for the number.

Fractions: As seen in paper folding, in the separating of groups of objects and in comparisons, as the length of one stick compared with that of another. No attempt in this grade at formal arithmetical work with fractions. With objects, strips of paper, drawings, etc., illustrate and have children illustrate the meaning of these expressions: one-half of 2, 4, 6, 8, 10, 12; one-third of 3, 6, 9, 12; one-fourth of 4, 8, 12.

Immature children in First Grade are not expected to cover this work. Their work will be principally counting, making comparisons, combinations and separations by use of objects. Give problems requiring number judgments.

Advanced children (children that have already been in the grade one year and are capable of more work in number) need not be confined to the operations with numbers to 12. They may go on to 20 or more; do column addition; put more time on multiplication and division facts than asked of First Grade; do more abstract work; more written work; some rapid drill work.

We must remember that problems given are to call forth judgment and teach him how to think, and that the drill is to give him mastery of the fundamental operations.

NUMBER—SECOND GRADE.

FIRST HALF-YEAR.

I. Review of First Grade work.

II. Counting by 1's, 5's, 10's to 100; 3's to 30; 4's to 40.

III. Addition Tables—Through 9's, developed, memorized and applied in increasing and decreasing a number of two orders, as 5 plus 4 equals 9; 25 plus 4 equals 29; 85 plus 4 equals 89; 9 minus 4 equals 5; 29

minus 4 equals 25. Drill on recognizing each combination at sight. Increasing and decreasing a number of two orders by a number of two orders at sight.

IV. Addition—Columns of 1 figure numbers.

$$\begin{array}{ccc} “ & 2 & “ \\ “ & 3 & “ \end{array}$$

Not more than 5 or 6 addends in written work. Without carrying.

V. Subtraction—Inverse of addition. For written work numbers of three orders. Without borrowing.

VI. Fractions—Halves, fourths, eighths, thirds and sixths of single objects. Shown by folding, cutting, drawing, etc.

VII. Measurements—Inch, ft., yd.; dollar, half-dollar, quarter-dollar; pt., qt., gal.; sec., min., hr., da., wk., mo.; read time by clock.

VIII. Problems—Oral and written. Only one operation in a problem.

Original problems made. Have children bring actual prices of articles at their own grocery store. Make list of prices in note books. Use this for making of problems. In hand work, the book covers made and the raffia work done will furnish material for real problems.

SECOND GRADE—SECOND HALF-YEAR.

I. Review counting.

II. Writing and reading of numbers to 1000. (Place value of units, tens, hundreds.)

III. Review increasing and decreasing a number of two orders by a number of two orders at sight. Also a number of three orders by a number of three orders.

IV. Addition—Column of 1 figure numbers.

$$\begin{array}{ccc} “ & 2 & “ \\ “ & 3 & “ \end{array}$$

With carrying.

V. Subtraction—borrowing.

VI. Multiplication Tables—Thoroughly the 5 times table. Tables developed, memorized and applied; let them be stated both ways—5 10's and 10 5's. Tables found first by counting. They are memorized in regular order, they are recognized in irregular order (much drill).

Written—Multiplicands of two orders, multipliers 2, 3, 4, 5.

VII. Division—within the tables: 45 divided by 5 and 45 divided by 9.

Written—Dividends of three orders. Divisors not greater than 5.

VIII. Measurements—Reviewed.

IX. Fractions—Partition exercises within the table, numerator one.

X. Problems—As in First Half-Year. Denominate units in problems, e. g., how many pts. in a number of qts., etc.?

Rapid drill. Time limit for written work.

XI. Roman numerals to L.

Elective Courses.

The object in prescribing these two elective courses to take the place of the regular academic course for last two years of High School curriculum, is to make the work of the secondary schools more attractive and to attach the school more closely to community life and its vocations. The approval of the County School Board is necessary before any elective may be substituted for the regular academic course.

COMMERCIAL COURSE.

Adopted by State Board of Education June 27th, 1907.

3RD YEAR	English 5		
	Book-Keeping 5		
	Typewriting 5	(Double period for book-keeping, making seven periods to the day.)	
	Stenography 5		
	Com. Arithmetic 5		
	Penmanship 5		
4TH YEAR	Spelling 5		
	English, same as Academic Course, with especial reference to business correspondence and business forms. 5		
	Book-Keeping 5		
	Stenography 5		
	Typewriting 5		
	Elements of Com. Law } 5		
	Industrial History } 5		
	Commercial Geography 5		
	General History and Civics 5		

AGRICULTURAL COURSE.

To be recommended to State Board of Education at its meeting to be held August 28, 1907.

3RD YEAR	English 5 (Same as Academic Course.)		
	Mathematics 5 Plane Geometry, Farm and Business Arithmetic, Farm Book-Keeping.		
	Mechanical Drawing, Agricultural Practice and Farm Mechanics. 5 (Double period.)		
	English History and Civics 3		
	Botany and Domestic Animals 2		
	Physics 5		
4TH YEAR	English 5 (Same as Academic Course, with especial reference to business correspondence and business forms.)		
	Mathematics 5 (Including Solid Geometry, Trigonometry, and Farm Surveying.)		
	Chemistry* 5 (General and Agricultural.)		
	History 5 (American and Constitutions.)		
	Agriculture 5 (Including farm management, study of farm machinery, stock judging, road building, and drainage.)		
	Farm Mechanics and Agri. Practice 5		

*Chemistry of soils and plant and animal life.

Suggestions to Teachers.

DISCIPLINE.

1. Have but few rules and see they are obeyed.
2. Few and quiet signals are indicative of strength.
3. If you are entering upon a new field of work, spend at least three days in the community before school opens. You need this time to become acquainted with parents and pupils.
4. Always be at the school on time.
5. Remember the stream never rises higher than its source. You must add to your knowledge daily.
6. Be not suspicious and hasty in attributing fault to a pupil.
7. Be fair-minded and just.
8. Competing with children in smartness is unworthy a teacher.
9. Self-reliance can be strengthened by preparation and will-effort.
10. Keeping children after school to learn lessons as a means of punishment is poor policy. But let them do their tasks.
11. You may secure the respect of children by honest dealing.
12. Have pupils march in and out of school quietly and orderly.
13. Use your eyes. See all that is going on, but you do not have to speak of everything you see.
14. Cultivate firmness and decision with gentleness.
15. Avoid scolding and censuring in the class and before the school. Reprove privately and make it effective.
16. Clearness, unity, enthusiasm, interest, school spirit, system, are some of the principal essentials in a well disciplined class of school children.
17. Sarcasm and ridicule have no place in the school-room.
18. Punishments which do not appeal to the child's sense of justice are always vicious.
19. Do not worry over little noises if the pupils are at work.
20. Most teachers *command* too much and *request* too little.

PLAN, PREPARATION AND ASSIGNMENT OF LESSONS.

1. The term "method" is a much abused word. The true teacher "sees the end from the beginning" and the pathway to it, then plans definite means to reach this end along the line of least resistance. Her every act has a purpose, clear and intelligent, directed toward this end. These acts, in the aggregate, constitute her method.
2. Disconnected devices, no matter how helpful, do not constitute a method. It is a systematic application of connected plans that succeeds, whether in school, business or professional life.
3. Assign short lessons, but insist on thorough mastery.

4. In planning a lesson keep both the children and the subject matter clearly in mind.
5. Always take a short part of the recitation period for the assignment of the next lesson. Leave the pupils "hungry" to learn more about it.
6. Each lesson should have a distinct aim, which brings the topics into a natural sequence.
7. Abundant and clear knowledge of the subject is the teacher's best reserve.
8. Be simple and explicit, avoiding all uncertainty.
9. Learn to make plans which can be carried out.
10. Have all apparatus—maps, charts, blocks, pictures, etc.,—ready before the recitation begins.
11. Create an interest in the new lesson by the manner you assign it. To assign a lesson well is a difficult task.
12. You cannot be enthusiastic unless you are full of your subject.
13. Keep in mind the "formal steps" in teaching.
14. Mental and physical freshness are so important as to deserve special precaution.
15. Do not go before your class unprepared.

SOME PRINCIPLES OF PESTALOZZI.

1. Activity is the law of childhood; accustom the child to do; educate the hand.
2. Cultivate the faculties in their natural order; first form the mind, then furnish it.
3. Begin with sentences and never tell a child what he can discover for himself.
4. Reduce the subject to its elements; one difficulty at a time is enough for a child.
5. Proceed step by step; be thorough.
6. Develop the idea, then give the term.
7. Proceed from the known to the related unknown.
8. Synthesis, then analysis; not the order of the subject, but the order of nature.

NOTE.—The third principle must be applied with discretion; a rigid enforcement would discourage many pupils.

NUMBERS.

PRINCIPLES OF GRUBE.

1. Each lesson in arithmetic must also be a lesson in language.
2. The teacher must insist upon readiness and correctness of expression. As long as the language for the number is imperfect, the idea of the number will be defective.
3. The teacher must require the pupil to speak as much as possible.
4. Concert answers should occasionally be given, but usually individual answers should be required.
5. Every process must be illustrated by means of objects.

6. Measure each new number with the preceding ones.
7. Teacher must insist on neatness in making figures.

GOVERNMENT.

Closely allied to good teaching is good school government. Indeed it is safe to say that the second is a necessary adjunct to the first. The teacher should feel that control lost, *all* is lost. While that mysterious property whereby one person silently controls another can be neither analyzed nor acquired by any principles of metaphysics, there are certain general rules whose use will strengthen one's personality, and the following are suggested.

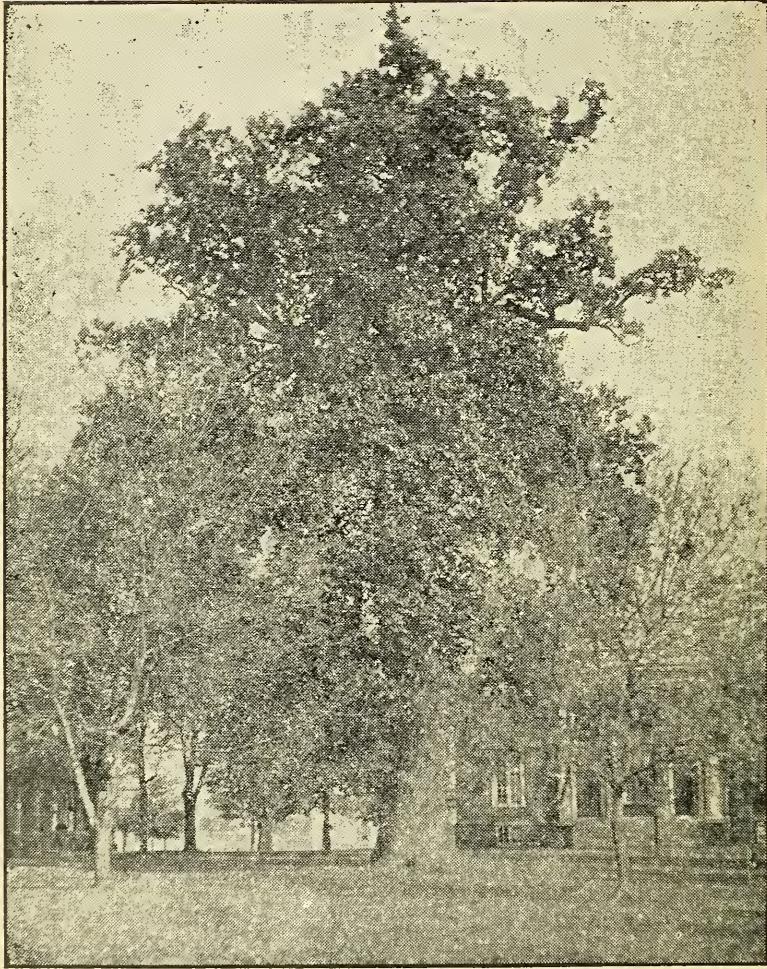
1. Train the eye to steadiness.
2. Train the nerves to inflexibility.
3. Bridle the tongue.
4. Enlarge your sympathy, and cultivate to the full the patience that grows in its soil.
5. Master the subjects you teach.
6. Keep pupils busy.
7. Interest yourself in the pastimes of your pupils, engaging in such as you can.
8. Be prepared for the rainy day with a fund of games, puzzles, and tricks.
9. Secure co-operation of parents.

A self-governed school should be the ideal of every teacher, and all effort to control should aim at securing a democratic type of government. Pupils can often be spurred to efforts of self-control by the organization of the school into a "Council" that, by a majority vote shall pass rules of conduct both on school grounds and during sessions. Further restraint can be added by having a "Daily Chronicle," "Visitors' Book," or school "Log-Book," in which every event of importance is faithfully entered for the inspection of visitors.

However all devices will fail unless back of them is a cool, calculating head, a watchful eye, and a steady hand. The moment pupils think any plan of work is a clap-trap for them, that moment it is useless. *But govern the teacher must*, and such pupils as will not or cannot (there are many such) exercise self-control, must be restrained. Yet there should be a marked distinction between occasional violations of rules, and studied, habitual disobedience, as also between simple infractions of regulations and vicious immoralities.—Taken from Michigan Manual.

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